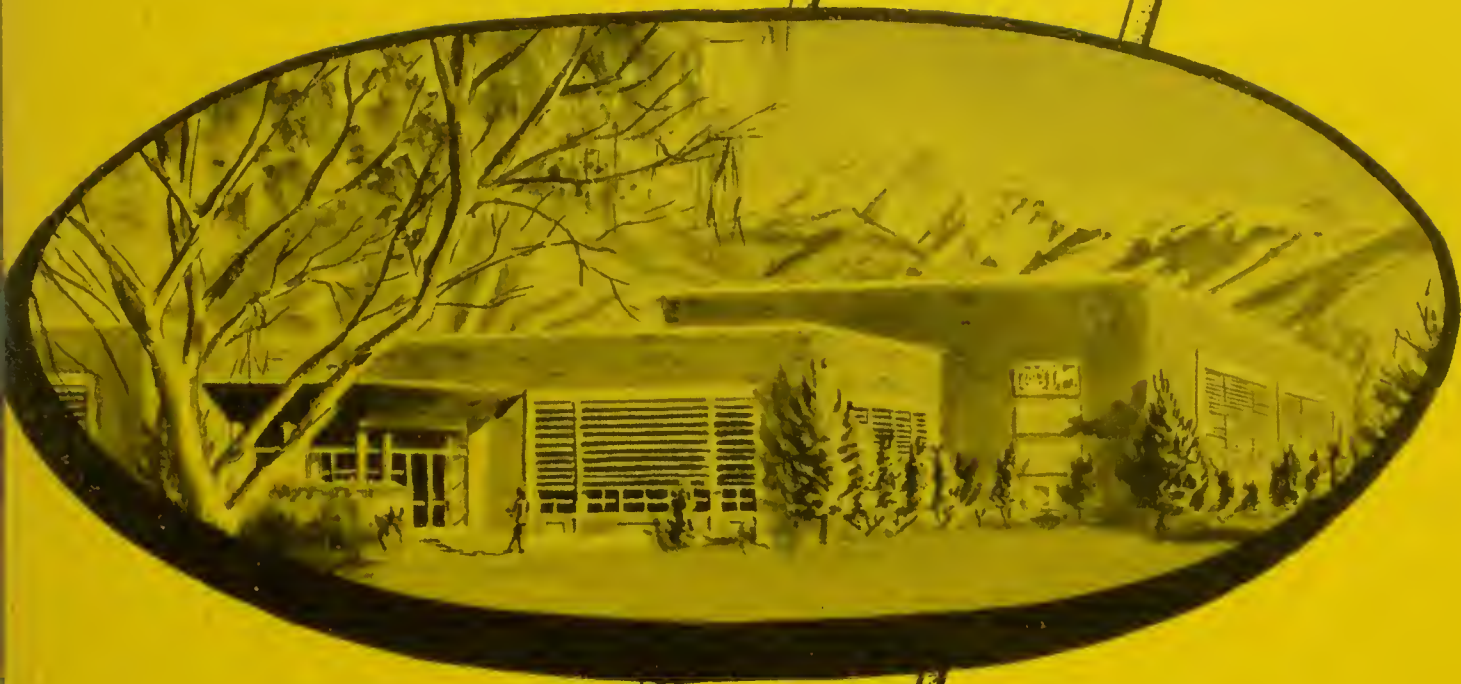


1970 - 71

1971 - 72



Biennial Report



*Eighty-seventh and Eighty-eighth
School Years*

Utah Schools for the Deaf and the Blind
OGDEN, UTAH

Biennial Report

of the

Utah Schools for the Deaf and the Blind

Ogden, Utah

1970-1971

1971-1972

Eighty-seventh and Eighty-eighth School Year



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SCHOOL FOR THE DEAF

FACULTY

CHRISTOPULOS, TONY, Principal	Monjar, Janis, Secretary	Lundberg, Karen, Ext. Sec'y.
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Bak, Kathleen E.	Geiger, Connie	Miller, Reid
Baker, Peggy	Haglund, Claron	Moffit, Norma
Barker, Jay A.	Harrison, Duane	Nelson, Robert
Burdett, Kenneth (Curr.Inst.)	Herman, Thomas O.	Nielsen, Boyd (Curr.Inst.)
Burdett, Priscilla	Jensen, Donald	Orr, Agnes (Librarian)
Butler, Margot J.	Jensen, Verl	Payne, Nancy
Carpenter, Douglas	Johnson, Legia	Peters, Charles (Vice Prin.)
Carver, Lynda S.	Jones, Aleen (Curr. Inst.)	Peterson, Glenn
Chaston, Bert	Judd, Thomas	Quigley, Lorraine
Christopulos, Karine	Kerikas, Sharon	Quist, Eleanor
Church, Kristeen	Lane, Helen W.	Raneses, Agapita
Cragun, Calvin	Laramie, Dora	Ray, Alyric
Elliott, Shirley	Leigh, Ruth B.	Reese, Rosalie
Emmett, Christy	Linsley, Kathleen	Richins, Fred
Fleming, Elizabeth	MacKay, Constance	Robinson, Karen
Fletcher, Robert (Curr.Inst.)	Mantle, Ervin	

DORMITORY STAFF

SUTTLEMYRE, GARY, Dean of Students

Arnold, Ruby	Falk, Ben	Johnson, Marie	Pope, Gladys
Bedell, Vida	Greear, Richard	Johnson, Ralph	Richins, Omalee
Butler, Gertrude	Halleran, Ron	Layne, Jerry	Strickland, Angie
Darter, Sarah	Holman, Phyllis	Merrihew, Zona	Young, Bernice
Edward, James	Holder, Lessie	Phipps, Clark	Young, Jack

SCHOOL FOR THE BLIND

FACULTY

KURZHALS, INA W., Acting Principal	Richardson, Rosalie, Secretary	Collins, Julia, Parent Coordinator
Anderson, Kae Lynn	Handy, Sandra	Moore, Dwight
Clark, Jill	Howell, George	Noble, Wayne
Gray, Barbara	Kurzhalts, Ina (Curr.Inst.)	Peterson, Mary Fern
Grove, Beverly	Lang, Eva	Peterson, Merlin

DORMITORY STAFF

CLARK, JILL, Acting Dean of Students

Baker, Dorothy	Bullock, Nancy	Gleave, Arnesta	Rasmussen, Jean
Balls, Stephen	Crabb, Marcheta	Johnson, Glenna	Wall, Coleen
Baxter, Betty	Davis, Ada	Norton, Aileen	Wimmer, Warren
Buck, Anonda	Erickson, Jean		

HEALTH STAFF

WAY, DR. GRANT, Physician

LAMB, DOROTHEA, R.N., Head Nurse	Butler, Margaret	Palmer, Anna Belle	Rasmussen, Yvonne
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Coles, Leland	Deru, Louis	Jensen, Robert	Weston, Brent
		Martinez, Henry	
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Child, Carl	Reed, Jessie	Sotelo, Pat	Huseman, Pearl, Matron
Cox, Thomas	Seegmiller, Reed	Wilson, William	Brown, Anna E., Laundry
Mankin, Kenneth	Smith, Lowell		DeGroot, Beth, Laundry
	COBB, RICHARD, Supervisor of Food Services		
Aldrich, Julie	Dalpias, Barbara	Jolley, DeAnn S.	O'Donnell, Mary
Allred, Dorothy	Edmond, William	Marietti, Sally A.	Phipps, Hortense
Ames, Donna	Foster, Stephan	Massey, Peggy	Trappett, Leah

SUPERINTENDENT'S BIENNIAL REPORT

The following pages of this report furnish in moderate detail the activities of the Utah Schools for the Deaf and the Blind, covering the period beginning July 1, 1970, and ending June 30, 1972. The purpose of this report is to provide an event summary of the most recent biennial period and a basis for historical studies.

The biennial period was marked by important studies on each of our two schools. Two in-depth studies of the programs of the Utah School for the Deaf were made during the fall of 1970. Of the two study groups, one was appointed by the State Board of Education upon recommendation of the Governor's Advisory Council and the second was a subcommittee of the State Committee for Handicapped Children. This particular committee was commissioned to study problems of the deaf, blind and socio-economically handicapped.

Both committees made oral presentations of their findings and recommendations to the State Board of Education on December 11, 1970. The officers of the State Board of Education then used them as a basis upon which to formulate a new set of guidelines for the school's future operation. These guidelines were received and adopted by the State Board of Education on December 28, 1970. A complete listing of the contents may be found in the principal's report contained herein.

During the latter half of the biennial period being here reported, the Governor's Advisory Council to the Utah Schools for the Deaf and the Blind was commissioned by the State Board of Education to augment itself in order to conduct an exhaustive study of the operation of the Utah School for the Blind and its program. The committee completed its evaluations and was scheduled to present its findings and recommendations to the State Board of Education in September, 1972.

It is expected that each of the studies will result in lasting benefits to deaf and/or blind students in the State of Utah whose education is yet incomplete or not yet begun.

The two schools enjoyed a biennial period with adequate funding produced by the Utah State Legislature and ESEA Title I. Fiscal details regarding these two sources are in other sectors of this report. An allotment for materials and tangible apparatus was again made available through the American Printing House for the Blind. This source annually provides essential teaching materials and aids for the teaching of blind students. Captioned Films for the Deaf, an arm of the U. S.. Office of Health, Education, and Welfare, and the Southwest Regional Media Center again contributed measurably to the effectiveness of the program provided for deaf students.

Several gifts were again received from benevolent organizations and individuals. Chief among these was the John and Dora Lang estate, which has annually contributed an amount of \$1,000 for the benefit of our deaf or blind students. The estate is administered by Tracy Collins Bank and Trust Company, which specifies that the funds are for the express purpose of program augmentation not possible with the use of public funds.

During this biennial period the total average enrollment of the two schools numbered 365, representing a decrease over the previous biennial period of 3.4 percent. Thus the general decline in public school population was also reflected in our numbers. One of the benefits of an adequate budget was our ability to employ a fully certified faculty to serve our stabilized enrollment, a condition not possible during the previous biennium. Additional classes of deaf students were housed in the Ogden City Public Schools, thus enhancing partial integration possibilities. Students continued to benefit from a close relationship with the Utah Division of Rehabilitation Services. This agency maintained staffed offices on each campus.

Our division of group living also benefited from increased funding as the pay scale of our dormitory counselors was upgraded two steps. This constitutes the first in a series of steps necessary in order to recruit and maintain a high caliber staff. The living quarters also received additional furnishings and improvements in decor.

It was during the latter part of the biennial period that our search for a new principal to lead the School for the Blind resulted in the appointment of Dr. Robert W. Bischoff, a man with solid credentials and broad experience. During the vacancy encompassing nearly all of the biennial period, our veteran curriculum coordinator, Mrs. Ina Kurzhals, provided astute and able leadership. However, this was only possible due to considerable family sacrifice on her part. One cannot fill two demanding full-time positions, as principal and curriculum coordinator, without extraordinary effort and sheer dedication. Mrs. Kurzhals is dedication personified!

We are also grateful to Miss Jill Clark, who served effectively and unselfishly in the role of acting dean of students while still serving half-time in her regular teaching position. Hers was another display of unusual devotion to the cause during the period that our search for a permanent replacement for the position was in progress.

The State Board of Education, its staff, and the Governor's Advisory Council to our schools again gave active and close direction to the operation of the schools. State Board Chairman Helen B. Ure, Advisory Council Chairman Vera M. Gee, in addition to Board officers, Dr. Walter D. Talbot, State Superintendent of Public Instruction, and Dr. Jay J. Campbell, Deputy Superintendent for Institutional and Personal Services, warrant special mention for their untiring efforts in behalf of deaf and/or blind children. Interest and concern for the school's programs also remained high among parents and alumni groups.

TERMS OF ADMISSION

The Utah Schools for the Deaf and the Blind are under the jurisdiction of the Utah State Board of Education. They were established for the education of all children in the State of Utah who are either visually or aurally handicapped to the extent that they cannot be properly educated in the public schools, but who are otherwise mentally and physically adequate. Pre-school deaf children are admitted on a day basis only at age two and one-half. Blind children may be admitted to the Kindergarten at age four and one-half.

UTAH SCHOOL FOR THE DEAF

REPORT OF THE PRINCIPAL

The report contained herein covers the 1970-71 and the 1971-72 school years and is intended to present an overview of the major accomplishments at the Utah School for the Deaf. The school has the responsibility of promoting and improving education for hearing impaired children throughout the entire state. Developing and adding new programs has been stimulating and their successful implementation has been rewarding.

Today the Utah School for the Deaf faces the challenge of an age in which the rate and magnitude of change is unprecedented. It is meeting the exacting requirements of being involved in change. We have attempted to develop competencies in a variety of areas on a continuing basis. We have not remained stagnant. We have constantly pursued excellence. Not always are we successful in our pursuits, but excellence is still the foundation by which programs have been attempted.

The school has attempted to look forward. This forward look is achieved through the medium of setting goals and objectives. The central theme in the school has been to have the entire faculty perform with a degree of excellence. We feel that in the majority of instances the school has provided the climate for each member of the team to achieve higher levels of effectiveness.

Of tremendous importance during these two years was an appraisal made of the school by two important committees. The first committee making an appraisal of the school was the Governor's Subcommittee Number 4. The other committee making the evaluation was appointed by the Utah State Board of Education. The primary purpose of both committee was to provide assistance and recommendations to the school. Many individuals and groups were heard by the committees. This report, due to lack of space, is unable to review all of the recommendations. Nevertheless, from the appraisal made certain policies were adopted as of December 28, 1970. The guidelines set down by the State Board of Education are as follows:

Recommendations on Policy for the Utah School for the Deaf

During the fall of 1970, two committees conducted extensive study of the educational program of the Utah School for the Deaf. One committee was appointed by the State Board of Education upon recommendation of the Governor's Advisory Council; the second committee was subcommittee number 4—Deaf, Blind, and Socio-Economic Handicapped—of the State Committee for Handicapped Children.

Both committees made oral presentations of their findings and recommendations to the State Board of Education on December 11, 1970. Additionally, written recommendations were submitted to the Board on behalf of the committees.

Recommendations tendered herewith are a composite of existing policy at the school and recommendations presented in writing from the two committees, as those recommendations could be harmonized.

It is recommended that the State Board of Education adopt as policy for the operation of the Utah School for the Deaf the following:

1. There shall be two distinct programs of instruction at the School (Oral and Total Communication); both programs shall be available to all students at the school at their election in accordance with school policy, throughout their years of attendance.

2. The superintendent of the School for the Deaf shall be responsible for delineating a formalized procedure for identification and placement of all students; such a procedure shall make provisions for transfer of students from one program to the other as the needs of a particular student direct. The procedure shall recognize the desirability of parent and student involvement in the determination of student direction but the actual placement and transfer shall be the sole responsibility of the professional staff at the school and shall reflect professional ability in the diagnosis of student needs and prescription of student programs.

3. Continuous examination and evaluation of the program and of the results obtained therefrom shall be a responsibility of the Division of Research and Innovation of the State Board of Education in cooperation with the superintendent and staff at the school. Data obtained from evaluation shall be used by the superintendent of the school in re-directing programs and in recommending policy alteration to the State Board of Education. Periodic accreditation evaluation visits will be made to the school under the direction of the accreditation section of the State Board of Education.

4. The academic program at the school shall be closely aligned with the program in the public schools; faculty shall be selected and utilized for specific subjects and grade levels on the basis of their particular skills, interests, and professional preparation and in consideration of that which shall be most beneficial to students at the school.

5. Vocational training programs shall consist of prevocational, vocational preparation, and post-graduate work. The prevocational program shall be organized to prepare students for the more complex demands of vocational preparation; regular vocational programs shall be as comprehensive as the needs of students demand and limited resources permit; post-graduate work will be essentially for special students who are unable to profit from training at other schools because of communication or other limitations. The vocational training programs shall utilize the service and expertise of staff from the divisions of Vocational Education and Vocational Rehabilitation of the State Board of Education. for co-operative and placement programs to enable students to profit from these experiences.

6. The school shall develop full cooperation with the public elementary, secondary, and post-secondary schools of the state to the end that deaf students shall be better served. Such cooperation shall include but not be limited to attendance at public schools by deaf students in such programs as will bring benefit to them, use of special facilities that will encourage and serve deaf students more fully, interchange programs

of special merit to promote greater understanding and association with hearing students.

7. The school shall, in cooperation with the staff of the State Board of Education and the State Division of Health, develop a program of early identification of children with impaired hearing and in cooperation with the respective staff of the two agencies provide programs for habilitation, education, and health treatment which will help the deaf child communicate more adequately and which will help the parent to aid the deaf child in his early education.

8. A program of orientation and education shall be initiated and developed for parents whose children are at the school. Such a program shall include orientation to different communicative methodologies of educating deaf children and alternatives that are available to the students at the Utah School for the Deaf.

9. Students in Oral and Total Communication programs conducted at the school and students who attend public schools shall be separated through the junior high school years; students at the high school level, residential or day school, shall not be separated socially.

10. The school shall operate an extension program in the state wherever there are sufficient students at a homogeneous level to justify a class. All off-campus classes for the deaf will be under the administration of the school. Classes for Oral and Total Communication programs shall not be conducted in the same facility. The State Board of Education shall annually set aside sufficient distribution units for allocation to school districts for programs of the deaf to enable the School for the Deaf to conduct the required extension classes.

11. A continuous study of the professional and support personnel needs to serve the deaf student shall be conducted by the Division of Instructional Support Services of the State Board of Education, in cooperation with the school and the University of Utah. Factors to be included in the study are:

- a. Job categories needed, including aides, specialists, paraprofessional, and professional personnel.
- b. Curricula at the teacher training institutions necessary to train personnel for each of the required job categories.
- c. Certification and licensure standards necessary to properly credential each required job category.
- d. Vertical and horizontal mobility from one occupation to another.
- e. Reciprocity among states.

As a means of initiating this study program, the State Board of Education shall select a broadly based committee, consisting of membership drawn from teacher training institutions which prepare educational personnel to serve the deaf and other professional and lay groups, which shall within a period of not to exceed one year report to the Board its findings and recommendations. Additionally, the State Board of Education shall request the University of Utah, through the State Board of Higher Educa-

tion, to conduct a study to determine if its curriculum is adequate to meet the professional and support personnel needs of the deaf community. The Board shall also request that the Study Committee and the University of Utah harmonize the two studies for greater affect and impact upon the School for the Deaf.

12. There shall be an in-service training program at the school, conducted on a continuous basis, under the direction of the Superintendent, which shall deal with methodologies employed and policies effected, designed primarily to develop within the faculty such cooperative endeavors as will best serve the deaf child.

13. Every effort shall be made by administration at the school to effect harmony among the school patrons representing differing instructional methodologies. Periodic meetings shall be held for the membership of each group and combinations of the two for the purpose of defining commonalities that may be shared. The administration shall utilize the PTA and the Governor's Advisory Council to the extent possible in this endeavor.

14. The State Board of Education shall direct that the various divisions of the Office of the State Superintendent of Public Instruction shall provide consultative services to the school and extension classes under its direction, subject to the supervision of the administration of the school.

15. The school shall continue to develop the capacity both in staff and facilities to serve the multiply-handicapped whose handicapping conditions include deafness. Continuous research and experimental programs shall be conducted for both Total Communication and Oral departments. (This policy is not intended to affect the study of the Deaf-Blind currently underway by a committee appointed by the State Board of Education.)

16. Relationships between faculty and students at the school shall reflect mutual respect for individuality and responsibilities of members of both groups. Students shall be subject to faculty direction and to all rules and regulations promulgated by the school in accordance with the basic policies described herein. The Superintendent of the School shall have authority to suspend students whose behavior is threatening to fellow students or which reflects disregard for the rules of the school. Such suspension shall specify conditions under which the student may return to the school and shall be stated to the student and to his parents or guardian. The superintendent is authorized to use law enforcement personnel to enforce order; use of corporal punishment by faculty is prohibited.

Innovative Programs

During the biennium special visitors toured the Extension Division and the Ogden campus. Since the two studies were being conducted at the school, many educators and legislators had the opportunity of visiting.

During the 1971-72 school year a contract was awarded to the Behavior Management Company for the purpose of initiating a program in



Eddy Olsen contemplates his life at the Utah School for the Deaf behavioral modification techniques. The program was designed to help solve behavior problems within the classroom and the dormitories. Faculty members were required to enroll in a class where behavioral techniques were studied. Conditioning techniques used were, in the majority of cases, highly successful. The same program is under consideration for the Extension Division for the 1972-73 school year.

A class in Dactylology was taught during the 1971-72 school year to the administrative staff and total communications teachers through Utah State University. This program was in compliance with guidelines handed down by the State Board of Education.

Significant to the school was the writing of both the Language and Reading Curriculums. Both of these curriculums are receiving wide acceptance throughout the United States.

New to the school during the 1971-72 school year was the establishment of a new speech program. Amplification of this program will follow later in this report.

A step to preparation for accreditation was initiated during the 1971-72 school year. A task force to be assigned from the Division of General and Academic Education of the State Board of Education will begin accrediting the school during the 1972-73 school year. Prior preparation was initiated at the school, and objectives were developed for all academic and non-academic areas. Objectives and evaluative criteria were written by committee chairmen and faculty members. The accrediting committee's responsibility will, therefore, be to make specific recommendations as to how to improve the school.

Enrollment

For many years the Utah School for the Deaf has reported an increase in student enrollment. Even though the state showed a population increase, this was not the case at the school. The total student enrollment

for the 1970-71 school year was 295, a decrease of seven from the previous year. Of this total, forty-four students lived within the vicinity of Weber County and were able to commute home each day. Twenty-eight of these students were from Alaska, Wyoming and Nevada. The total enrollment in the Extension Division numbered 138 students.

The 1971-72 school enrollment was 270 students. The large number of graduates from the school was the most significant factor causing the decrease in enrollment. Of this total, fifty-two students lived within the vicinity of Weber County and were able to commute home each day. Twenty-eight of these students were from Alaska, Wyoming and Nevada. The total enrollment in the Extension Division numbered 136 students.

Endorsement for Teaching Pupils with Auditory Impairments

The requirements for Special Education Endorsements were reviewed in the 1968-69 and 1969-70 Biennial Report, pages 17 and 18. The endorsements are in the process of being updated and the next Biennial Report should introduce new additions and corrections.

Extension Division—Mr. Charles W. Peters, Vice Principal

Since the last Biennial Report, the educational progress of the Extension Division has shown steady improvement. Enrollment has peaked and a decrease has been recorded; however, this trend is not anticipated to continue in the future. Prime emphasis in the division has been to improve teaching and concentrate on the implementation of special curriculums developed by the school.

In an attempt to resolve problems with transportation, some classes were moved from the Salt Lake District. They were provided, whenever possible, in districts where the children lived. Housing of these classes took place in the Granite, Salt Lake, Davis and Provo Districts. The enrollment increased in 1970-71 to 138 students. In 1971-72 the enrollment decreased to 136 students.

During the biennium the preschool program continued to function with an average of 18 students enrolled. All of the children were in school for two and a half hours every day, five days a week. Each child spent forty-five minutes per day in language, speech and auditory training. The rest of the day was spent in experiencing nursery school activities and interplay.

Emphasis was placed on the utilization of hearing and pre-work was initiated for calendar work, speech, speech reading, sense training, reading readiness, auditory training and connected language.

Parent participation was considered one of the most important parts of the entire preschool program. In addition to open class observations, each parent was given a weekly half-hour instruction session with his or her child. This consisted of suggestions and instructions for language training with the child at home and actual experiences during which the teacher directed, observed and commented on interaction between parent and child.

Each child had an experience book in which the parents recorded daily experiences. A different experience was brought to school every



Reading is enjoyable even in Pre-school.



Teaching home skills is part of the overall educational program.

day in the week and used as a group language stimulus. Parents were given guidance in the use and importance of these books.

In the weekly group parent meetings, various speakers presented talks and led discussions on such topics as behavior modification, integration of the deaf child into the family, use and care of hearing aids, audiometric testings and activities for home use. Also, several night sessions were held so that fathers and other family members might attend. A weekly news letter was given to each parent telling about the work for the coming week with suggestions on how to reinforce it with meaningful language at home.

During the 1970-71 school year experimentation was conducted on a new amplification system, the Phonic Ear. The evaluation was used to further substantiate the purchase of additional Phonic Ears for other classes.

The 1970-71 school year saw 6 graduates leave South High School to enter the world of work or to further their education in college or technical training schools. They were Kent Bangeter, Sharon Bricker, Debra Hale, Jonathan Hodson, Tanni Molyneux and Larry Sizemore.

The 1971-72 school year brought to the division a new station wagon to be used primarily for students on field trips.

With the addition of the December 1970 guidelines, three total communication classes were introduced.

During the 1971-72 school year four students graduated from South High School. They were Sara Butterworth, Robert Despain, April Jensen and Kevin Johnson.

The Extension Division consisted of the following faculty members for the 1970-71 school year:

Vice-Principal: Mr. Charles W. Peters

Media Specialist/Curriculum Coordinator: Mr. Paul Steinfeldt, Jr.

Secretary: Miss Karen Lundberg

Faculty Members	School	District	of Students
Miss Margot Butler	*Morningside	Granite	8
Mrs. Shirley Elliott	Glendale Park	Salt Lake	5
Mrs. Winnie Freeman	South Bountiful	Davis	6
Mrs. Barbara Hadfield	St. Mark's		
Mrs. Legia Johnson	Glendale Jr. High	Salt Lake	9
Mrs. Robbie Sue (Knighton) Joyner	St. Mark's		23
Mrs. Sharon Kerikas	Glendale Park	Salt Lake	8
Miss Danielle Lamothe	*Morningside	Granite	5
Mrs. Dora Laramie	Glendale Park	Salt Lake	7
Mrs. Ruth Leigh	Maeser	Provo	7
Mr. Richard LeVitre	Glendale Park	Salt Lake	6

Mr. Ervin Mantle	Glendale Park	Salt Lake	8
Mrs. Nancy Payne	South High	Salt Lake	10
Mrs. Ruth Pratt	St. Mark's		
Mrs. Agapita Raneses	Glendale Park	Salt Lake	6
Mr. John Schmidt	Jackson	Salt Lake	9
Miss Jane Schoenfeld	Glendale Park	Salt Lake	5
Mrs. Sharon Visser	Jackson	Salt Lake	8
Mrs. Nancy Wartena	*Morningside	Granite	8

Total Student Enrollment: 138

*Classes moved mid-year from 2 classes sharing a room to separate rooms at Morningside

The Extension Division consisted of the following faculty members for the 1971-72 school year:

Vice-Principal: Mr. Charles W. Peters

Curriculum Coordinator/Media Specialist: Mr. Paul Steinfeldt, Jr.

Secretary: Miss Karen Lundberg

Faculty Members	School	District	of Students
Mrs. Myrlene Allred	Maeser	Provo	8
Mr. Jay Barker	Glendale Jr. High	Salt Lake	4
Miss Kristeen Church	Glendale Park		
Mrs. Shirley Elliott	Morningside	Granite	7
Miss Christy Emmett	St. Mark's		
*Mrs. Winnie Freeman	St. Mark's	Preschool	17
Miss Connie Gieger	South Bountiful	Davis	5
Mrs. Legia Johnson	Jackson	Salt Lake	8
Mrs. Sharon Kerikas	Glendale Park	Salt Lake	8
Mrs. Elizabeth Kinkade	St. Mark's		
Mrs. Dora Laramie	Indian Hills	Salt Lake	5
Mr. Ervin Mantle	Glendale Park	Salt Lake	8
Mrs. Nancy Payne	South High	Salt Lake	5
Mrs. Lorraine Quigley	Jackson	Salt Lake	8
Mrs. Agapita Raneses	Jackson	Salt Lake	6
Mr. Alyric Ray	Clayton Jr. High	Salt Lake	11
Mr. John Schmidt	Oakridge	Granite	9
Miss Jane Schoenfeld	Jackson	Salt Lake	8
Miss Sue Simmons	Jackson	Salt Lake	7
Miss Jolinnie Smith	Indian Hills	Salt Lake	6
Mrs. Sharon Whitesides	Morningside	Salt Lake	6

Total Student Enrollment 136

*Mrs. Freeman asked to be released mid-year from her contract to follow her husband to Idaho. She was replaced by Mrs. Kinkade.

Primary Division—Mrs. Aleen H. Jones, Curriculum Instructor

The preschool program on the Ogden campus is concerned with the early education and training of the auditorily impaired child and his parents. The following subject areas are covered in the program: language, speech, lipreading, auditory training, social and motor skills and art activities.

During the 1970-71 school year, eight children were enrolled in the Ogden program. Mrs. Tamara Southwick was the nursery teacher and



Auditory training is part of the educational process.

Mrs. Aleen Jones was in charge of tutoring the children individually or in small groups on a daily basis. Parents were involved in planned observations and individual parent conferences which were held every other week.

During the first part of the 1971-72 school year, Mrs. Evelyn McNair was both the teacher and tutor as only four children were enrolled at the time. In January of 1972, Miss Eleanor Quist was transferred from the Extension Division to help in the nursery as the number of children had increased to nine. Mrs. McNair then tutored the children individually or in small groups on a daily basis. Parents were involved in classroom observations and participated in the program in the nursery on a weekly basis.

The Primary Division expanded in 1970-71 when a large group of students who had been enrolled in the nursery program moved into the full day, elementary school program. A pre-kindergarten class was created to take care of some of those who needed more preparatory work before moving into the more intense kindergarten program. Miss Myrlene Simmons, who had just graduated from the program in deaf education at the University of Utah, became the teacher of this class. Another portion of those coming from the nursery program were placed in a special class for students with special language learning problems. Mrs. Lorraine Quigley, another recent graduate of the student teacher program at the University of Utah, replaced Mrs. Alice Keyes as the teacher of this class. There were other students who had had more experience in the structured program in this class also.

Another graduate of the University of Utah student teacher program, Mr. Thomas Herman, became the teacher of the first grade. Miss Constance MacKay had graduated from the University of Pittsburgh and done her student teaching at the Western Pennsylvania School for the Deaf before joining our staff as a replacement for Mrs. Karen Horman and Mrs. Jutte VanderHeide.

A veteran teacher, Mrs. Jean Welling, returned to the school from New Zealand where she had taught for a number of years. She replaced Mr. John Andersen as teacher of the advanced association method class. Mrs. Susan Morgan transferred from the Oral Division to become a part-time teacher in the Division.

The three older classes rotated to Mrs. Welling, Miss MacKay and Miss Kate Fenton in the afternoon so that each class had an opportunity to participate in a speech and rhythm program conducted by Miss Fenton.

At mid-year, Mrs. Morgan suffered ill health which necessitated her resigning. Miss Dorothy Wach was her replacement for the remainder of the year. Miss Wach had special training in teaching foreign languages as well as having taught in the public schools for several years. This knowledge was helpful in planning our language work in this division.

Although the nursery program operated on a half-day basis this year, Mrs. Tamara Southwick, the nursery teacher, was employed to work with the younger classes, teaching rhythm and supervising group activities in the afternoons so that the regular class teacher could be freed to do needed individual tutoring in speech and language.

Only two teachers returned from the previous year: Miss Beth Fleming, who taught kindergarten to children moving up from the nursery and others who had newly entered the school, and Mrs. Isabelle Thatcher, who continued teaching the class at Lorin Farr School.

In 1971-72 the biggest change was the addition of classes in total communication in the Primary Division. Mrs. Jean Welling began teaching the first total communication class with six students ranging in age from five to thirteen years. Because of the wide age range, Mrs. Kathleen Linsley was hired as her assistant. However, as the year progressed, a number of students transferred into the school and were placed in the total communication class so that each teacher had a class of six students who were better grouped according to age and ability.

The class at Lorin Farr was "graduated" to be part of the junior high classes in the Oral Division so that their social activities could be arranged with students nearer their own age. Mrs. Isabelle Thatcher came back from Lorin Farr to teach in the division on the Ogden campus.

Mr. Duane Harrison, who taught part-time in the Oral Division and had been supervisor of the student teacher program, transferred as a full time teacher in the Primary Division. Six of the younger hard of hearing students were placed in Dee School with Mrs. Ruth Leigh as their teacher. She had transferred from the Extension classes in Provo, while Mrs. Myrlene Simmons Allred moved to the Provo class.

Because of shifting students to the total communication and the public school classes, it became necessary to combine two classes in one classroom in several instances. As a result, it was sometimes difficult for the teacher to meet the wide range of individual differences and needs in those classes. In addition, transfer students coming into some of these classes made the numbers quite large. To help meet this need, Mrs. Peggy Baker was hired as a teacher's aide. In addition, Miss Eleanor Quist, who had been working in the preschool program in Salt Lake City, was transferred to Ogden to work half days in the preschool and half days as a teacher's aide. These aides assisted Mrs. Carver, Mr. Harrison and Miss MacKay, teachers of the heterogeneous classes.

The instructors of the child development classes at Weber High School asked and received permission to place some of their students in our classrooms so that they could have the experience of getting to know students with hearing impairment. A number of them served as teacher's

aides for two periods daily for five-week terms of time. These and other volunteers from the community helped a great deal in meeting the necessity of individualizing the instruction in our heterogeneous classes.

Meetings of the staff in the division were held weekly both years. In 1970-71 the emphasis was on the study of sentence patterning and linguistic approaches to learning language. In addition, time was spent in exploring further use of media, and finding and making use of materials that were available to our teachers.

In 1971-72 many new materials were obtained through N.D.E.A., Title III, to improve the teaching of language, mathematics and reading. Time was taken in staff meetings to examine and demonstrate the uses of these new materials. Also the new reading curriculum was explored and means for putting it into operation in the class were discussed. During both years, reports were made on articles from current literature which related to education of the deaf and were of special interest to the group. In addition, each teacher took a turn being host to the staff and explained his daily program with his group and demonstrated certain aspects which were of special interest to the teachers.

Another addition made to the reading program was the purchase of the new Scott Foreman Systems Reading materials. Over the two-year span, they were tried out and found to be a good addition to the reading program. Most of the materials through level twelve are now in the possession of the division.

In addition to the regular parent-teacher meetings held at the school, a number of parent education meetings were held for Primary Division parents. In 1970-71 committees of parents and teachers were organized to plan and present a series of meetings that were centered around special concerns and interests which they had. Subjects that were covered were: integration of the hearing impaired child into the public school (the teacher and students at Lorin Farr School shared their experiences with them); problems which are encountered by deaf adults and how they cope with them (a deaf couple shared their experiences with the group); child development and behavior as shown by a film and by a discussion by a member of the Weber State College faculty.

In 1971-72 Mrs. Aleen Jones, curriculum instructor, conducted a number of discussion groups on the parent's role in dealing with speech and language development and ways to meet the challenge of having a deaf child in the home. All of the above programs were attended by both pre-school and Primary Division parents.

The day prior to Easter vacation in 1972, a Parent Seminar was held in Primary Division. Time was allotted for parents to observe their child in his class, to visit with his teacher and to discuss, informally, with other parents while watching the Easter egg hunt. Discussion groups were arranged which parents could participate in. These were headed by members of the staff at the school and covered the following subjects: How to Help Your Child Develop Speech and Language at Home; What Happens to Your Child When He Leaves Primary Division?; Social and Emo-

tional Maturity Through Behavior Modification; Hearing Aids—Their Use and Care. Parents were invited to have lunch in the dining hall with their child. Following this program, they were invited to visit the remainder of the school during the Easter Open House which was held that afternoon.

Each class had an opportunity to present several programs through the two year period on the speech assembly programs. In addition, every child had a part in the Easter Showcase in 1971 and the Christmas program, "What Christmas Means" which presented on December 22, 1971.

A number of field trips were taken each year. Classes were given many opportunities to learn about subjects "on site." These became a vital part of the language growth of the children involved.

Total Communication Div.—Mr. K. C. Burdett, Curriculum Instructor

During the 1970-71 school year, the enrollment of the Total Communication Division increased from twenty-three students to thirty-three. The teachers of the Total Communication Division were: Mr. Thomas Van Drimmelen, Mr. Albert K. Thurber, Mr. Jerry Taylor and Mrs. Priscilla Burdett.

Students continued to participate in monthly socials under the direction of the self-supporting Student Council. Advisors were Mr. Thomas Van Drimmelen, Mrs. Priscilla Burdett, Mr. Donald Jensen and Mrs. Karen Preece.

Three boys won state honors by taking second place in football, Region 5, of the Utah High School Activities Association. The football team had a record of three wins, three losses and one tie. Danny Carrerra was awarded a position on the All-Region first team while Tom Starkey and Win Shupla were recipients of second team All-Region honors.

On Tuesday, April 6, 1971, Nancy Christensen and Laura Fisher took a trip to the Washington State School for the Deaf to attend the Western Deaf Youth Leadership Workshop of the Junior National Association for the Deaf. Going with them were advisors Mr. Donald Jensen and Mr. Jerry Taylor. This workshop was for all schools for the deaf west of the Mississippi River. Six trophies were brought back for art work submitted by our students. The Utah School for the Deaf won more trophies than any other school participating.

Mr. Jerry Taylor instructs
his students in
"The Star Spangled Banner."



The 1971 graduating class from the division included Henry Armijo, Nancy Christensen, Karen Carter, John Gregory, Bridget Laramie, Randall Furlow and Raymond Monson. At the commencement exercises, Bridget Laramie was awarded a twenty-five dollar bond by the National Fraternal Society of the Deaf.

During the 1971-72 school year the enrollment of the division increased to forty students. The staff was increased to six teachers. New teachers were: Miss Susan Watkins, a graduate from Utah State University and Mr. Richard Snow, who was transferred to the division from the Oral Division.

The various activities of the Student Council were somewhat the same as those of last year. Miss Watkins replaced Mr. Jensen as one of the advisors of the Student Council. The Junior National Association of the Deaf was active throughout the school year with meetings, parties and a picnic which was under the guidance of Mr. Donald Jensen and Mr. Jerry Taylor.

Oral Division—Mr. J. Boyd Nielsen, Curriculum Coordinator

The 1970-71 school year introduced a number of new teachers to the oral junior and senior high school classes. They were: Miss Kathleen Bak, Miss Sue Keyser and Miss Rosalie Reese. Continuing from the previous year were Mr. Douglas Carpenter, Mr. Bert Chaston, Mr. Calvin Cragun, Mr. Robert D. Moulton, Mr. Robert L. Nelson and Mr. Blaine L. Seamons (part-time). Mr. J. Boyd Nielsen continued as curriculum coordinator.

Three teachers left the school: Mrs. Susan Morgan, Mrs. Roberta Suttlemyre and Miss Margo Stevens.

In January, the two high school student councils (oral and simultaneous student councils) were merged into one high school student council and another student council was formulated for oral junior high school classes.

The 1971 graduates from the oral classes were Scott Allred, Janice Berghout, Drew Foley, Edward Hofseth and Linda Snodgrass.

The 1971-72 school year brought about a few changes in personnel. Mrs. Karine Christopulos was added to the staff of the oral junior and senior high school. Mrs. Keyser's name was changed to Mrs. Carver and Mr. Robert Moulton left to work on a doctoral degree.

Some very significant events took place during this school year. The most significant change was in placing five out of the seven oral classes into a public school setting in the Ogden School District. Classes under the direction of Mr. Carpenter, Miss Bak and Mr. Nelson were located at Central Junior High School. Miss Reese's class was housed at Lorin Farr Elementary, while Mr. Chaston was located at Ben Lomond High School.

Many exciting experiences resulted from this new extension arm of the Utah School for the Deaf in Ogden. The teachers reported greater interest and effort in learning by the students. Hearing impaired students were allowed a greater opportunity to participate in curricular and extra-

curricular activities with hearing students. Laird Smith played football for Central Junior High and Scott Russell played football for Ben Lomond High School. Debra Chatlin, Cordie Fox, Tedi Ann Ercanbrack and Cindy Wilson were members of a marching Spirit Clan at Ben Lomond. Stephen Lybbert and Debra Chatlin gave speeches in a senior assembly in which they received a standing ovation by the school student-body. The Ben Lomond class entered several after-school activities and even won a ten dollar first prize in a pass-the-orange contest. Cindy Tuckett entered a project in the science fair which she developed in an integrated science class.

All students housed in a public school setting had the opportunity to at least integrate in one or two classes with hearing students along with taking part in assemblies, pep rallies, games and other activities at their respective schools. All in all, it was a very exciting year for both teachers and students.

Many education field trips were again taken this year. The most exciting of these were the vocational opportunity field trips taken by the Ben Lomond class and the field trips taken by Mr. Nelson's junior high school class in conjunction with a unit on cities and support facilities. Mr. Carpenter's class took an overnight field trip to the oil fields in Vernal, Utah, and Mr. Cragun's class visited the state capitol which resulted in a personal visit with Governor Calvin L. Rampton. Several other field-trips were taken in conjunction with particular units being developed throughout the year.

Students graduating from the Ben Lomond class in 1972 and taking part in Ben Lomond Graduation Exercises were Debra Chatlin, Loraine Jacobsen, TediAnn Ercanbrack, Stephen Lybbert and Scott Russell.



Cheerleading is part of the integrated program.

Speech Development Program

Space was allocated and remodeling plans were drawn for the construction of a model Speech Laboratory which will include a room for Eurhythmics and a room for programmed speech practice and reinforcement, plus two sound insulated, individual therapy booths separated by an observation booth containing one-way vision mirrors.

Equipment for the new facility includes a new Swinger 500 Kimball electric organ as the basic instrument for the eurhythmics program. The organ is equipped with a precision cassette tape recorder which enables any program using rhythm or music to be recorded on a cassette and taken to any classroom for the enrichment and development of the most vital ingredient for intelligible speech, the kinesthetic sense of basic rhythm. Also melodicas and resonator bells were also purchased to augment the eurhythmics program.

Four-place individual study carrels were ordered to accommodate various audio and visual teaching machines which offer each student additional reinforcement of all speech principles taught in the classroom and needing extra experience for habituation.

Classrooms have been furnished with an auxiliary amplifier for individual or independent use by teachers and students. These were reclaimed from obsolete talking book machines intended for the blind. With simple modification, these machines were made functional for the deaf by super amplifying cassette tape recorded activities and Sound Page Systems materials.

Classes have been furnished with cassette tape recorders and tapes, giving students much needed independent practice in speech and reading rate, similar to that of hearing persons.

New Sound Page System machines were introduced and soon found favor with teachers as a speech skill monitor and test. Language Masters and other auditory training devices are also being used.

During the summer of 1972, a selected committee wrote a new Speech Curriculum. It is unique in that it is the first known Speech Curriculum written in behavioral objective form based upon recent linguistic studies which direct speech development specifically toward each of the many linguistic facets involved in the acquisition and intelligibility of speech expression. It is criterion referenced rather than the usual norm referenced. For implementation of the new curriculum, each child is pre-tested and enters the multi-level system at the proper level for his ability, in each of the four disciplines of speech: assimilation, pitch, stress and juncture, rhythm and articulation.

It is the belief of the Utah School for the Deaf that every hearing impaired child should be given the opportunity to acquire adequate intelligible speech regardless of the method of communication used. Given proper mentality, motivation, environment, system, methods, equipment and dedicated, well-prepared teachers, all hearing impaired children can acquire intelligible and adequate speech. It is our objective to meet their needs.



Developing speech skills is essential with hearing impaired children.

Speech must be taught, practiced and corrected continuously throughout the school experience, because the deaf child is without the usual monitoring device that all hearing people enjoy. It requires constant hearing to keep speech and language monitored, correct and matched in quality and within the "norm" of the locale around them. Without hearing, the deaf child cannot tell whether his speech is correct or not without conscientious teachers or parents to do the modeling and monitoring for him, every time he needs correction.

Therefore, with a new developmental curriculum, written in observable behavioral objectives, coordinated by a speech specialist who is responsible for all classes of the deaf under the authority of the Utah School for the Deaf, regardless of campus location or method of communication, and having the facility and equipment adequate to instigate a prescribed speech program, the Utah School for the Deaf is prepared to launch a comprehensive speech improvement program never before attempted. The results will be determined in the years to come. The success or failure will largely depend upon the dedication and consistency exercised by the faculty and administration.

Career Education Division—Mr. Robert Fletcher, Curriculum Instr.

The Career Education Division was formerly known as the Industrial Arts Department. It has operated during the last biennial period under the guidelines established for the Utah School for the Deaf by the State Board of Education. Mr. Robert W. Fletcher has directed this division since 1967 as Curriculum Coordinator. There were eighty-one students enrolled in the 1970-71 school year and seventy-nine enrolled in the 1971-72 school year. These figures do not include special one and two day a week arts and crafts classes held for primary age students.

The program has two parts: exploration and pre-vocational training. All of the students attending the school receive the exploration part of Career Education. This exploration consists of a series of courses designed to provide background experiences upon which future vocational choices may be based. Basic tools, materials and concepts of industry are explored. Pre-vocational training has been provided for students during their high school years. This training is essentially tailored to each student's needs, capabilities and desires. Vocational guidance and testing was provided by the Department of Rehabilitation Services for the Deaf. Students could work in preference areas from one to five periods each day depending upon their individual program. Special courses at



Kemper Everett Enos Woodwork

other institutions of learning such as Weber State College, Stevens Henager Business College and beauty schools were arranged for some of our students. Other students were given practical work experience in on-the-job training positions throughout the community on a part-time basis. These situations were closely supervised by the staff.

Changes were made in the program and staff from the preceding biennium. The night school program was discontinued due to insufficient enrollment. Responsibility for on-the-job training placement was shifted from the school to the Department of Rehabilitation Services. A special course entitled Advanced Meal Planning and Apartment Living for Girls was initiated. An apartment for two was constructed in the girls' dormitory where girls could obtain actual live-in experience. A similar set-up for boys is in the advanced planning stage.

There have been a number of staff changes. Those leaving were: Mrs. Maurine Humphris, Mr. Benton Patton, Mr. Mike Archuleta, Mr. Warren Robinson, Mrs. Marie Dursteller, Mr. Fern McDonald, Mrs. LaVern Burnett and Mrs. Lynette Downy. We employed the following new personnel: Mr. Don Warner to teach arts and crafts, Mrs. Karen Robinson in the area of business education, Mr. Fred Richins to assist in the printing department and Mrs. Helen Lane in the dry cleaning and pressing area.

Educational Media and Learning Resources

During this biennium, Mr. Thomas Van Drimmelen served as part-time Media Specialist, Mrs. Agnes Orr as Librarian and Mrs. Alice Harper as Library Assistant.

New additions to the library collection of special significance were 34 filmstrips to accompany the two projection reading machines and over 100 new 16mm films provided by Captioned Films for the Deaf to bring our current collection to 550 films.

An innovation that has added to the development of reading comprehension and speed has been the recording of stories of factual materials on cassettes for listening pleasure and comprehension. The cassettes and books are placed in kits to be used together.

A new Media Center has been planned which will bring materials from many areas into one large complex. An architect has been hired to draw plans for this new media center to be constructed in 1973. This will bring conventional library materials and all media production facilities into a new media resource center.

The students are extended library and media services Monday through Friday and special captioned movies every weekend during the school year. The film depository serves the Ogden campus and the satellite schools of Salt Lake City and Provo. During this two-year period, 3659 films have been loaned from the depository and viewed by 30,051.

The media specialist renders services to the students, student teachers and faculty in the planning of lessons and projects to supplement and strengthen the curriculum.

The librarians render service to students through scheduled classes and to teachers and those needing professional research in addition to the

regular library services. The professional library section, consisting of over 500 volumes plus the journals for the deaf, is available for faculty and student teachers for study and research in the field of education of the deaf.

Driver Education—Mr. Glenn Peterson, Instructor

One of the most sought after classes offered at the Utah School for the Deaf is Driver Education. Most students have a desire to learn to drive and to secure a driver's license. This program enables each student to receive driving and classroom experience.

The classroom offers various experiences in driver education. The student learns about the laws governing driving and the parts of the automobile, and uses many audio-visual aids to learn how to handle situations that he will need to cope with in driving.

The basic skills are taught in the car under actual road conditions. This enables the student to learn and apply the highway rules and laws of driving. They are taught stopping and starting, right and left hand turns, "U" turns, up and down hill parking, boulevard and city driving, freeway driving, parallel and angular parking, canyon driving, highway driving and other skills necessary to become a qualified driver. During this biennium the cars were donated by Merrill Bean Chevrolet and Canyon Lincoln-Mercury and maintained by the Utah School for the Deaf maintenance shop.

The driver education program was very successful with about 95 percent of the students passing the written and driving tests, and obtaining their driver's license. They were tested at the Utah Driver License Division by the State Examiners.

Integration—Mrs. Nancy Payne, Integration Specialist

This program in Ogden and the Extension Division provided deaf children with social and educational experiences which facilitated their integration into a hearing world. An integration specialist was assigned in 1971-72 with specific duties to coordinate activities such as determining what kinds of integration would be most beneficial for each student. Scheduling individual and group integration activities, giving presentations to student and parent groups on the problems of deafness, serving as liaison between public school personnel and the School for the Deaf, aiding parents and teachers of the deaf to accept their responsibilities in facilitating integration, and evaluating students' progress were also duties of the Integration Specialist.

We are appreciative of the warm acceptance that our classes in the public schools have received. It is encouraging to see deaf children participating in social and academic activities with their hearing peers.

Physical Education and Athletic Programs

The Utah School for the Deaf continued to be a member of the Utah High School Activities Association. The school has been a member of the Association since 1963. As a member, the school participated in activities such as football, drama, basketball, track and field and cheerleader clinics.

The school continued to participate in the eleven-man football league

of Region 5, Class B during 1970-71. The Utah School for the Deaf football team improved greatly during 1970. The school garnered second placed in the Region. Mr. Calvin Cragun served as head football coach and Mr. Richard Snow acted as his assistant coach.

1970 FOOTBALL SCOREBOARD

USD	Opponent		USD	Opponent	
14	8	Intermountain School	6	6	Park City
16	12	Park City	13	30	Dugway
0	48	Dugway	33	6	South Rich
6	12	South Rich			

WINS — 3 LOSSES — 3 TIES — 1

In 1971 the school withdrew from football due to insufficient numbers on the team.

From 1970 through 1972 Mr. Calvin Cragun and Mr. Richard Snow served in the coaching positions for basetbkall. Much stress was placed on teaching fundamentals of basketball.

The most significant event for the basketball team was the re-align-ment in Region 5, Division III which gave the school more flexibility in playing with smaller schools. Included in this new alignment were: Dug-way, North Rich, St. Joseph, Park City, Wendover, Manila and Tintic High schools.

Scott Russell was the most outstanding basketball player and broke the scoring record at the school. He was picked to be on the Utah High School Activities Association Second-Team, All-State. The quotation from *The Deseret News* read, "It's very heartening to see the coaches recognizing the outstanding play of Scott Russell, the high-scoring forward from the Utah School for the Deaf."

BASKETBALL SCOREBOARD

1970 - 1971			1971 - 1972		
USD	Opponent		USD	Opponent	
37	32	Idaho School for Deaf	56	39	Industrial School
53	109	Intermountain School	88	63	U.A.C.D.
65	63	U.A.C.D.	76	78	Industrial School
61	89	St. Francis	68	96	Manila
42	80	Wendover	53	89	Dugway
43	103	Intermountain School	55	96	South Rich
50	72	Tintic	57	77	Park City
48	109	Dugway	68	113	Wendover
68	100	St. Francis	53	69	Tintic
49	98	Wendover	87	49	S.L.C.V.D.
43	88	Dugway	41	96	North Rich
66	100	Tintic	73	81	St. Joseph

WINS — 2 LOSSES — 10 WINS — 3 LOSSES — 9

Mr. Jerry R. Taylor served as head track coach during the biennium and Mr. Robert Nelson was appointed as the assistant coach.

The school acquired the track that had been requested for several years and hosted many track events.

In 1971 the Utah School for the Deaf entered some important track events including the Brigham Young University Invitational Track Meet and Relay Carnival, and the Regional Track Meet at Wasatch High School.

In the Regional Track Meet at Heber City, the Utah School for the Deaf won sixth place. Tom Starkey won first place in the shot put and received a gold medal thus garnering a position in the State Tournament in Salt Lake City. During the biennium, Tom Starkey, Daniel Carrera and Scott Russell were the outstanding trackmen.

Mr. Jerry R. Taylor and Mr. Richard Snow were the instructors in the physical education program during the biennium. A specially designed curriculum used in the public schools was used to carry out the program. Students were basically involved in learning fundamentals and techniques of touch football, softball, archery, bowling and other intramural activities.

Residential Living—Mr. Gary Suttlemyre, Dean of Students

During this biennium the emphasis has been directed toward increasing staff competencies in the area of behavior management while offering for the students a more natural environment which will encourage independence, self-discipline and good citizenship.

The dormitory counselors have been introduced to behavior management concepts and have begun to apply them in the dormitories in which a token economy is beginning to be established.

During the 1971-72 school year some dormitory counselors took behavior modification classes along with the teaching staff. During this time some began to carry-out programs as a part of their classroom assignment. There was much searching to find adequate means to find and fund a wide variety of reinforcers which would appeal to all students.

The Woodbury Hall basement recreation complex, which was finished during the previous biennium, was selected as the means to provide the necessary reinforcers. A "storeroom" was made in which students could trade points earned for appropriate behavior for a wide selection of novelty items, arts and crafts materials, pictures, rugs, games, toys, etc.

As of this time a noticeable improvement in the overall behavior and attitude of the students has been observed.

Concurrent with the emphasis on more in depth training of dormitory counselors, has been an effort to upgrade the dormitory counselors in order to reduce the high employee turnover and secure better trained personnel. The dormitory counselors were put on a forty-hour work week during the previous biennium. During this biennium they were upgraded from Grade 3 to Grade 7. Dormitory counselors are now recruited and hired under the Merit System from a register through the State Personnel Office. Several persons hired under the Merit System have had bachelor degrees in areas such as education, sociology and psychology. Some counselors worked into the system well, but all needed to have additional training in order to work with the deaf, especially in the area of communicating with the deaf, enhancing speech and language, behavior management, counseling and teaching of social skills.

In the 1971-72 school year we had an exceptionally high turnover of new employees, especially among those with the higher educational training who left primarily due to the low pay they were receiving.

Relaxation is
part of
residential
living.



In the middle of the 1970-71 school year the high school boys moved out of the Cottage dormitory into Woodbury Hall. Plans were then developed to convert the Cottage into a residence for the dean of students and his family in order that he may be more readily available for emergencies and supervision of dormitory programs. Plans called for completion of the residence during the summer of 1972.

Also during this time the east wing of the Primary Building was remodeled to serve as a dormitory for twelve primary age boys with four rooms in the west end and four rooms in the east end for twelve primary age girls. There is a television/living room for each group. Draperies and colorful bedspreads were installed in the 1971-72 school year. Each student has a private clothes locker and drawers, study desk and bed. The area is designed for three students per room. The dormitory counselors, a husband and wife team, have a two-room apartment between the boys' and girls' sections. The unit also has a kitchenette with a stove, sink and refrigerator for use of dormitory and/or classroom parties, cooking lessons, etc.

The Tiki Room which has been one of the most popular recreational and party areas has been used to advantage. A sink with formica top was installed, basic plumbing and electrical work was done for the soda fountain which is nearly completed. Electric lines for a hot plate were installed.

In Woodbury Hall basement the cupboards were painted and doors with locks were installed in the Arts and Crafts Room. The carpet tiles were glued down individually. A pool table and bumper pool table were purchased. A color television was purchased for the television room. The "store" was supplied with games, toys, hobby materials, crafts, etc. Another road race set was purchased. The funds for the Woodbury recreation area were provided by a joint effort of the Junior League and the Parent Teachers Association of the Utah School for the Deaf.

Plans have been developed to provide the older boys with a Home Living Apartment which will be constructed in Woodbury Hall during the coming biennium.

Dormitory Personnel During 1970-71 and 1971-72

1970-71

Mrs. Gladys Pope	Primary Oral Girls
Mr. Jack Young	Primary Oral Boys
Mrs. Vida Bedell	Oral Junior High School Girls
Mrs. Gertrude Butler	Total Communication High School Girls
Mrs. Emma Qualls	Oral High School Girls
Mrs. June Wright	Night Supervisor—Girls
Miss Elva Paris	Oral Older Primary Boys
Mr. Ralph Johnson	Oral Junior High School Boys
Mrs. Omalee Richins	Total Communication Boys
Mr. Jerry Lane	Oral High School Boys
Mr. Tracy Elder	Night Supervisor—Boys

1971-72

Mr. Jack Young	Oral Primary Boys
Mrs. Bernice Young	Oral Primary Girls
Mrs. Vida Bedell	Oral Junior High School Girls
Mrs. Gertrude Butler	Oral High School Girls
Miss Holly Dorsch	Total Communication High School Girls
Miss Neomi McDermot	(Each of these three individuals held this position during the school year.)
Miss Sarah Darter	Night Supervisor—Girls
Mrs. June Wright	
Mrs. Marie Johnson	
Miss Elva Paris	Primary Total Communications Boys
Miss Phyllis Holman	
Mrs. Peggy Baker	Oral Junior High School Boys
Mrs. Barbara Vellinga	
Miss Angie Strickland	
Mrs. Omalee Richins	Total Communication High School Boys
Mr. Jerry Layne	Oral High School Boys
Mr. Ralph Johnson	Night Supervisor—Boys

(when more than one name is listed with a group this indicates each was employed in this position during the school year)

This report has been focused upon the recommendations set forth by the Board of Education on December 28, 1970. The previous biennium had been difficult not only for faculty members but administrators as well. This was due largely to the methodology controversy. The recommendations of the Board of Education will certainly assist in alleviating those frustrations. It is anticipated that these guidelines will help bring unity and direction to the overall function of the school.

Respectfully,
Tony Christopulos
Principal

TEACHER TRAINING PROGRAM

by Dr. Grant B. Bitter, *Coordinator*

Historical Summary

For nearly a decade the University of Utah and the Utah School for the Deaf have participated in a vigorous effort to prepare students to become teachers of the hearing impaired.

With the generation of federal funds under PL 87-276 in 1961, preparation was made to request federal support for this educational program in the area of the deaf for the 1962-63 academic year. Approval was granted, and six students received fellowships that year to complete their undergraduate degrees. The program continued to provide degrees at the undergraduate level through the academic year 1965-66.

At the beginning of the 1966-67 academic year, it became a graduate degree program and has continued on that level to the present time with federal funding being obtained through PL 85-926. From 1962 to the close of the academic year 1972, sixty-eight students completed their work for the Bachelor's degree, certification, and/or the Master's degree.

Graduating with certification and/or the Master of Education degree, at the conclusion of the 1970-71 academic year, the following students are now involved in educational programs in the states of Utah, Ohio, Oregon, Kentucky, Florida and Missouri:

Lamont R. DeJong	Kurt Randall	Virginia Sue Simmons
Linda K. Greer	Bruce Alyrie Ray	Patricia L. Young
Marilyn Jean Kubicek	Frederic C. Romney	
Evelyn McNair	John S. Shupe	

Graduating with certification and/or the Master of Education degree at the conclusion of the 1971-72 academic year, the following students are teaching in the states of Utah, California, Washington, and Oregon.

David E. Hansen	Steven W. Noyce	Willard B. Wilde
Claude D. McKinney	Margo Lee Stevens	Thais Williams
Douglas N. Morris	Muriel Tupper	

Description of Program

With new and emerging trends in teacher education, the philosophy concerning the education of the deaf must be described in context with other areas, i.e. Behavioral Disorders, Mental Retardation and Learning Disabilities within the Department of Special Education. The program is child-oriented with a focus on endeavoring to facilitate regular educational programs and reflects primary orientations of regular and special education. New roles are emerging in educational management from that of the contained classrooms and administrative labeling to more dynamic methods in providing educational services to those in need (non-categorical programs, interventionists, resource room concepts, etc). Thus, as a discipline, Special Education is in a unique position to assume a dynamic role in the educational mainstream. The following events have increased the viable nature of the training program.

1. The creation of the M.Ed. degree was approved in 1968 and im-

plemented during the academic year 1969-70. It has proven to be a very effective vehicle for the training of practitioners for the field. An M.Ed. Project (in lieu of the M.S. thesis) has a significantly utilitarian value in the class room setting.

2. A baccalaureate degree in Special Education was authorized by the Utah State Board of Higher Education in 1970. It was implemented at the beginning of the Autumn Quarter, 1971. The undergraduate degree is essentially non-categorical in nature which, of course, is philosophically in agreement with new and emerging trends in teacher education across the nation. Having completed the undergraduate degree in Special Education, students are then qualified to continue the fifth year to complete certification and the M.Ed. or M.S. in the area of the deaf.

3. The Bloc Funding concept, as described in the first paragraph, was initiated at the beginning of the 1971-72 academic year. Under this funding pattern (PL 91-230) assistantships of \$2,000.00 only are granted on a highly competitive basis to a limited number of highly qualified students.

Students may enter the program from other disciplines (speech pathology, audiology, education, English, psychology, etc.) at either the undergraduate or graduate level, but they are required to take all prerequisite work or equivalents in order to enter the specialized sequence at the graduate level which for them may require an extra graduate year to complete.

The practicum in the area of the deaf requires a full academic year. It includes observation, participation, and student teaching in:

1. Oral day and residential classes,
2. Total communication classes – day and residential,
3. Classes for the multiply handicapped deaf.

In addition, student teachers participate in a variety of meaningfully allied activities with hearing impaired students.

The practicum centers include the *Utah School for the Deaf in Ogden*, and the *Extension Division classes in Salt Lake City*. Highly qualified, certified, cooperating teachers serve to train students teachers (pre-school through high school). Furthermore, in cooperation with the Utah School for the Deaf, *six highly trained, certified, experienced educators of the deaf* assist the Coordinator in directing, teaching, and coordinating the teacher education program.

During the practicum year, eighty (80) clock hours are also devoted to visiting and observing out-of-state programs for the deaf in the Midwest, West Coast and Northwest regions of the United States.

In addition, provisions are made by the administrators at the school for the deaf for single students to live-in at the dormitories on the school campus and receive board and room for an appropriate number of hours in services to the school (assignments in the dining hall and allied activities, etc.)

The excellent library and media facilities are also made available for student teachers use.

UTAH SCHOOL FOR THE BLIND

Report of the Principal

Introduction

Seventy six years ago in 1896, when Utah became a state, the Utah School for the Blind was established. Many changes in physical facilities and educational programs of the school have taken place through the years. For many years the school shared all facilities with the School for the Deaf. Since 1967 the Utah School for the Blind has occupied a separate campus, school, dormitory, and other buildings. The campus is situated on 23 beautifully landscaped and tree-covered acres at 742 Harrison Boulevard in Ogden.

Educational programs are continually being developed, evaluated and modified. Effort is made to individualize and strengthen the curriculum to meet the varying needs and capabilities of the visually handicapped student.

Purpose of the School

Education of visually handicapped students, who need its services, is the purpose of the School for the Blind. Utah's population is centered mainly in three counties. To serve the rural outlying areas of the state that lack itinerant programs for the visually handicapped, the residential school is available. The Utah School for the Blind provides services for special students on a tuition basis who need programs not available in their home states. For the years 1970-71 and 1971-72 the Utah School for the Blind has continued to serve a limited number of students from Nevada, Wyoming, and Alaska.

Unique needs of visually handicapped students are considered by the State of Utah. Beginning programs exist for children approximately four and one-half years of age and older. Academically able students progress through the regular grades. Emphasis is placed on basic learning skills such as reading, writing and mathematics. Integration into the public school program is encouraged as soon as the student has reached the level of achievement necessary for success.

All students with residual vision have been evaluated with low vision tests. Those students possessing sufficient residual vision have received specific individual instruction to make use of this vision to benefit their educational program. A number of students with visual difficulties previously attending public schools have been enrolled because of a need for additional individual help. Introduction to braille has been provided for students with progressive losses of vision. The State Office of Rehabilitation Services has assisted the non-academically oriented student in a work study program. A challenging educational program for students with multiply handicapping disabilities has continued to be developed and offered. Enrollment in this program is increasing for various reasons, such as early identification, contact with parents and medical personnel, and availability of the program.

Personnel

Parent-Preschool Counselor — This individual serves the needs of the preschool blind child. The responsibilities of this position include: locating the preschool blind child — state wide; referring the child and his parents to the proper agencies available for helping with the problem; counseling with the parents to help them meet the child's social and educational needs; organizing and conducting parent workshops and institutes; and assisting regular preschool teachers in meeting the needs of a blind child in the nursery school setting.

Clinical Psychologist — The clinical psychologist continued to meet with the faculty and staff. Modification of students' behavior was studied and planned. A project involving the development of a psychological inventory to determine the skills of individual students in the areas of gross motor ability and fine muscle control was continued. The clinical psychologist has met with parents of visually handicapped students in an effort to help them meet and adjust to problems that have arisen.

Curriculum Director — The curriculum director cooperatively plans with teachers, individual and group educational programs. These programs are designed to meet the needs of varying academic ability groups of visually handicapped students. All educational programs are coordinated by the curriculum director so that continuity is maintained from grade level to grade level. Lesson plans are checked twice each month. These plans are discussed individually with each teacher. Help is given in solving problems the teacher might have as to the most advantageous teaching methods. The curriculum director also provides teachers with suggestions of helpful, available teaching materials.

Dean of Students — The dean of students serves as director of the dormitory. Activities are planned with students. These activities are coordinated with the activities of the school.

The dean of students meets weekly with the dormitory counselors to assist them in planning effective ways to work with pupils.

Vocational Rehabilitation Counselor — The State Office of Rehabilitation Services provides a counselor for the visually handicapped. The office is housed on campus and meetings are held regularly with secondary age students by this counselor to introduce students to the world of work. Efforts are made to help students develop personality characteristics and work habits that will assist them in becoming employable. This counselor provides personalized counseling and guidance service. Each student is directed toward utilizing his background, aptitude, goals and achievements to the optimum. The Rehabilitation Counselor assists students in obtaining summer and post-school job placement.

Facilities

The Utah School for the Blind campus has many excellent facilities to serve the students' needs in a variety of ways. Of special importance to teachers and students in the school building are the classrooms, typing room, office suite, library and staff conference room. The curriculum library provides teachers with a wealth of background information. Guide

books, professional journals, books and other professional materials relating to education of the visually handicapped are available. A wide selection of books and materials suitable for use in the classroom are present for use in the textbook library.; Teachers are invited and encouraged to make use of these materials.

The swimming pool and gymnasium provide an area for the development of physical education and recreation for students. Physical fitness is an important area of instruction for the visually handicapped. Students who are musically talented are able to prepare for performances on the stage, music room and music practice rooms. "Geronimo's Snack Shack" provides students an opportunity to experience the problems involved in operating a business.



View of the School

A number of areas on the campus are used in the educational program for students of all ages. The Primary School House is comprised of a number of special learning stations. Specific subject instruction is emphasized in the individual teaching stations. Secondary students receive academic and elective course instruction in science, arts and crafts and industrial arts on the second floor of the main dormitory building.

The Home Economics House is used to teach cooking, sewing and home management skills. Students receive instruction and experience in using both gas and electric cooking systems.

A creative playground provides a unique and imaginative play area for the younger children. This playground has continued to be enlarged by contributions from thoughtful individual persons and several service clubs located in the Ogden and Salt Lake City communities.

Residential students are provided home and social living in the dormitory. Most dormitory rooms are single occupancy. The dormitory building contains living rooms, play and study rooms. Pleasant kitchen and dining facilities comprise the food services area. Administrative offices for the Dean of Students and Head Counselor are located near the main entrance.

A student social center, the El Cielito, is a nicely decorated building in which students enjoy many recreational activities.

Visually handicapped students receive needed medical service through the infirmary located on the campus of the School for the Deaf. Stu-

dents are served by a doctor and nursing staff that is available 24 hours a day. The medical staff is extremely proficient in administering students' medications and administering first aid.

Education Experiences

A wide variety of teaching methods and materials have been designed to assist learning in the educational program of the School for the Blind. This program is utilized from kindergarten through the secondary school years. Field trips into the local environment are one of the most effective ways to learn. Adequate pre-study and preparation is important to provide the necessary background for a field trip. Primary students visit gardens, orchards, the Utah State Fair, a turkey farm, a sheep farm, a cattle farm and many other places. Intermediate students have studied manufacturing industries and money management by visiting different industries and types of stores found in the community. Enrichment of the secondary students' curriculum has been accomplished by field trips of a high interest nature to several high schools in the vicinity, a college, a county library, a newspaper, an observatory, a museum and a visit to the State Museum of Natural History.

1970-1971 School Year

Information learned in the classroom was shared with parents and other students through a number of special programs and assemblies. An overnight camping experience lasting five days was held in 1970 at Camp Utaba. The camp is located directly east of Mt. Ben Lomond. The clear, cold stream of the North Fork of the Ogden River flows through the camp. The river rushing over the rocks and pebbles could be heard far above the camp. In a meadow above the camp, the students found a baseball diamond, a haunted house and a ripe patch of elderberries.

Hiking, exploring and professional instruction in nature study made the camping experience beneficial physically as well as mentally. Brisk, clear evenings and nights encouraged all campers to move quickly. Bright autumn days were enjoyed. The food was plentiful at the lodge and outdoors. Everyone ate ravenously and hurried to mealtime when the dinner bell sounded.

The Primary students visited the camp during the week. Their explorations brought back to the school some exciting nature materials to study.

Several students found that they could be excellent campers. They enjoyed a three-day camp out in tents. Invigorated by the fresh air, the campers were reluctant to fold their tents and sleeping bags.

October 22, 1970 was "Do Your Own Thing Day." The purpose of this day was to let everyone relax and just be the kind of person each wanted to be. Each person was encouraged to do his own thing in his own way. Students had fun dressing up special ways. Everyone had the opportunity to teach the classes the way they thought best. The classes were very different and exciting. The result was a very unique day with lots of laughter and enjoyment.

The Secondary Communications class sponsored the activities of National Education Week. The purpose and events of the week were explained in an article in the Campus Chatter, the weekly newsletter. A bulletin board presented famous people's thoughts on education. On Friday, a panel discussion was held. The theme of the discussion was, "Education is the key to a successful future." Four community business and civic leaders took part. National Education Week gave us many ideas about education and how it can help us to be successful.

Veterans Day was honored November 11th by a program sponsored by Primary Group II. City Councilman John A. Arrington was the guest speaker. Veterans Day helps us remember all American soldiers who have served in the wars. National Book Week was observed by Intermediate Groups II and III. A field trip was taken to the Regional Library of Congress for the Visually and Physically Handicapped in Salt Lake City where the facilities available to those who qualify were observed. Storage areas for talking books, tapes, braille and large print books were toured. Recording and tape duplicating studios were visited. The services of this regional library became much more familiar to the students.

December was a busy month at the Utah School for the Blind. Rehearsing for the Christmas Program, holiday plans and handicraft projects



Lion's Club Christmas Party - 1970

in our art classes kept us occupied. The Ogden Lion's Club invited all the students to a luncheon at the Ramada Inn. Several musical numbers, jokes and a short speech of welcome filled the program. Santa arrived with gifts for everyone. Also in December, the Home Ec. House had a bake sale. The money earned was used to purchase a set of dishes for the Home Ec. House. Several classes went shopping at different times to purchase gifts. The Christmas play, "The Wondrous Journey", was presented. Every student and teacher helped with the play or participated in it in some way. A good audience enjoyed the program, so the effort by everyone was greatly appreciated.

During the fall of 1970 the girls' gym class participated in a Decathlon event with several other western schools for the blind. The ten events were a fine challenge to the girls. This was their first competition of this kind. Demonstrations of the events were presented to the student body at an assembly January 20th. Several students received performance certificates.

On January 25-27, Miss Hilda Caton visited the Utah School for the Blind. Miss Caton is Educational Materials Research and Development Specialist for the American Printing House for the Blind. APHB is in the process of developing teaching materials for young blind children. Miss Caton studied reading readiness materials in use in the primary department that prepare students to read braille. Faculty and students were happy to have a part in Miss Caton's visit.

Recreational Reading was emphasized during the 1971 Spring Semester. Many different books and magazines were placed in the dormitory for students. Reading rooms were equipped with soft chairs, comfortable rockers, book shelves and magazine racks. Students helped place the books and magazines. Older students helped some of the younger students in their reading. This service opportunity helped others and the older students enjoyed it at the same time.

Orientation and mobility is a process of "doing!" Blind children need to do many daily tasks through concerted and consistent effort in order to master new techniques. They need to do what seems impossible until they understand how it can be done, do the fearful until it becomes pleasant, and do new tasks with new friends until they are pleased with all that they are doing.

During February all secondary students worked on a patriotic program for presentation at Logan High School. A choral reading of the "The Star-Spangled Banner," and five talks about the national anthem and the flag were presented.

Summer school at the Utah School for the Blind was held for day students. The emphasis in the morning was on activities such as reading and writing braille, art and handicraft, and music. Afternoons were devoted to many recreational activities. Field trips were taken to places of interest in the local area. Some afternoons were spent participating in swimming, hiking and supervised games.

1971-72 School Year

The Utah School for the Blind opened the 1971-72 school year with two new positions on its faculty. A new Pre-school Parent Coordinator joined the faculty.

The second position was that of a Living Skills Instructor. This teacher works in the dormitory setting where an effort is made to help students become more skilled in all phases of living skills. Each child receives individual and group instruction. Areas such as body care, clothing care, room management, social manners and beauty appreciation are taught.

For the second year, several students were integrated into Highland Junior High and Ben Lomond High School. The coordinating teacher secured the necessary materials, consulted with regular classroom teachers and provided individual help to students as needed. Reaction of sighted students to the visually handicapped students has been very good. Both groups of students have responded well to the challenges they have met.

September found students of the Utah School for the Blind at Camp Utaba. The woods rang with laughter during the time they were there.

Many new experiences were described in concrete terms by the students such as a beautiful sunset, putting up a tent and back packing. In 1971 Camp Utaba emphasized various natural objects. Such things as pine cones, birds' nests, grasses and feathers were carefully examined. Students were encouraged to describe the taste, sound, smell, and feel of these objects. Descriptive terms that were meaningful, concrete, and vivid to themselves and others were stressed.

At camp, students were encouraged to develop a keener personal interpretation of the outdoor experiences and objects they encountered. At the campfire, they described the various sounds heard, objects they examined tactually, feelings they experienced, smells they detected and taste sensations they encountered in the outdoors.

Upon returning to school an assembly was held where many experiences and events were shared by each class. A special award was presented for the most outstanding girl and boy campers.



Camp Utaba Assembly (Award)

Eagle Friendship Day was held November 18, 1971. Purposes of this day were: To encourage all students to consider the meaning of friendship; to honor students who were not well known by others; and to provide various events in which members of the different classes could associate with each other. Student Council members planned the entire day. They found information on students to be honored, and wrote, learned cheers and purchased prizes and gifts. Badges were made, cookies were decorated, a bulletin board posted and the gym decorated. Climax of the day was the Eagle Friendship assembly held in the auditorium. This special day offered every student the opportunity to participate in a special event. More importantly, it gave an opportunity to each student to feel that he was a friend to others in the school.

In November the Utah School for the Blind received a collection of mounted animals and birds. These specimens include a black bear, red fox, gray fox, muskrat, squirrel, rabbit, snakes, fish, an alligator, different varieties of birds and a number of other animals. These specimens were placed in the science laboratory. They are available for all classes to use.

The partially sighted taxidermist is Mr. Lloyd W. Baird of Asheboro, North Carolina, who specializes in providing specimens to schools for the blind. The faculty, staff and students feel very fortunate to have obtained such an excellent collection.



Students examining recently acquired mounted birds (1971)

On November 24, 1971, all students and faculty members attended a special flag ceremony. All expressed a thankfulness for our country. This ceremony had particular significance for our school. Information about our new flag and flag pole was given. Sgt. Facarra and five ROTC students from Ben Lomond High School were special guests of the school. History of the United States Flag and "The Star-Spangled Banner" were presented. The singing of the National Anthem completed the program.

The school's new steel flag pole is located outside the east entrance of the building. It is forty-five feet tall with a five-inch diameter at the bottom and two and three-eighths inches at the top. A spun aluminum ball adorns the top of the pole. It has two nylon halyards, or ropes, with bronze wire inside.

The final ceremony was conducted on the school ground around the new pole. The ROTC students played the salute to the flag and then raised it while all present students saluted. The ROTC students then lowered the flag and explained the proper way to fold it.



R.O.T.C. flag ceremony at dedication of new flag pole.

Christmas Season 1971 was highlighted by special decorations in the school and dormitory building, the Lion's Club annual Christmas Party, the Christmas program and many other activities.

The school library serves as a study center, a listening center, and an individual study and research center. Groups come to the library each week for a "storytelling" time. Tape recorders, cassette recorders, record players, film strips and film projectors are used in the listening center. Many new materials are ordered each year to keep the library resources up to date.

The Physical Education Program at the school focuses on swimming, basketball, rhythmic exercises and decathlon competition. Red Cross Life Saving instructors volunteer their service to teach swimming. Students are classified as beginners or advanced. The advanced class practices strokes, proper breathing and improving survival skills.

Basketball shooting is for all students. Blind students are aided by another student clapping his hands over his head under the basket and enthusiasm runs high.

Decathlon activities involve ten events. Included are running, jumping, hanging, throwing, situps and pushups. Purpose of the competition is to improve balance, coordination and endurance. Rhythmic or folk dancing has also provided an excellent experience for our students. A professional square dance caller provided instruction in Square Dancing each week.

For those students who cannot participate in the regular physical education program, an individualized program is organized. This type of program has encouraged many students to participate and brightened their outlook.

Rhythmic exercises are beneficial and entertaining. Exercises for the torso, feet, neck, arms, legs and improvement of balance and rhythm provide boys and girls an interesting variation in their program.



Primary students involved in rhythmic exercises.

February 14, 1972 was a very important day at the Utah School for the Blind. Nolan Crabb opened an assembly with the following words: "We have met this morning for a very special occasion. We would like to honor someone who has lived a life of happiness and service to her fellowman. We are glad you are here, Mrs. Kurzhals. and we would like you to come forward please, because today, "THIS IS YOUR LIFE." The assembly was a culmination of several weeks of secret planning and plotting by the students and teachers. Mrs. Kurzhals, who was serving as acting principal at the time, was planning a trip to Chicago in February, a trip to Washington, D.C. in March and a trip to Louisville, Kentucky in April. All related to her outstanding work and writing in the field of education for the blind. The students and faculty wanted her to know that she was appreciated. We are proud of her and wished for her every success in her future endeavors. The assembly was our way of expressing these thoughts to her.

Mrs. Kurzhals has served as a teacher, director of curriculum and on two occasions, acting principal of the school. She also has written a number of articles for professional journals in education of the visually handicapped. Most recently she has been writing a book called, "Teaching Young Children to Read Braille through a Development Program." Lesson plans have been developed to accompany this book. Mrs. Kurzhals was given a card

that summarized everyone's feelings. It reads as follows: "To Mrs. Kurzhals, a friend who is devoted, understanding and kind. We know you will share with all you meet as much happiness and wisdom as you give to us. You will always have our respect. With love, from the students, faculty and friends."

Mr. and Mrs. Kurzhals at the "This Is Your Life" party for Mrs. Kurzhals.



Spring Semester 1972 emphasized many different activities. Community Friendship involved a trip to a convalescent home. The Community Around Us involved a visit to a car wash, Christmas Village, businesses, youth concerts given by the Utah Symphony Orchestra, visits to several schools and a visit by Officer Lue Birch of the Ogden City Police Department. Officer Birch talked with us about bicycle safety, traffic safety and the work of a policeman. A math banking project helped inform students acquire travel skills and gave them an opportunity to interact with the public. Many positive attitudes are fostered in the community by this interaction. Dormitory projects and activities were greatly enhanced through the help of a number of interested friends and volunteers from Ogden and nearby communities.

The Student Council continued to be a very active part of the educational program at the school. It sponsored the organization of many activities and assemblies. Most important was the operation of Geronimo's Snack Shack, which is a candy store operated entirely by the students. This activity provided a very practical activity for our students in buying and selling merchandise.

Student Teaching

Brigham Young University continued to use the school as a student teaching laboratory for its future teachers of the visually handicapped. Student teachers observe and do actual teaching in the grade and subject areas of special interest to them. The Curriculum Coordinator supervises this program.

GOVERNOR'S ADVISORY COUNCIL

The *Advisory Council* is a body created by law:

In order to keep the Board of Trustees of the Schools for the Deaf and Blind advised of the needs of those who are handicapped by deafness or blindness, of practical methods of overcoming such handicaps, of educating and training such unfortunates to secure positions of independence and or their general welfare, there is created an Advisory Council for the Schools of the Deaf and the Blind. . . . (It shall be the duty and function of the advisory council to make suggestions to and to advise the superintendent of the schools and the board of trustees of the schools with respect to their policies, rules or regulations, the operation of the schools and the conduct and the methods of their superintendent and employees.) It shall be the duty of the Board to receive and consider the suggestions and advice of the Council, but nothing herein contained shall be construed to require the Board to adopt the same or to conform to practices herein.

—School Laws of the State of Utah, 1969
Chapter 15, Article 3, Section 1(D)

The Advisory Council in its meeting of November 10, 1971, voted to recommend to the State Superintendent of Public Instruction and the State Board of Education, "That a study of the School for the Blind, evaluation of the practices being carried on, and evaluation of new approaches be conducted."

The State Superintendent concurred in the recommendation of the Council and suggested that the Council itself undertake the study. At the

January 27, 1972 meeting of the Council, plans were made to implement this suggestion. Council members were:

Vera Gee, *Chairman*

George Holbrook

Keith Winegar

Verda G. Hayes

Ned C. Wheeler

Jay J. Campbell, *Secretary*

Members of the Council invited resource persons with expertise in various areas to join with them in conducting the study. The following were invited to serve in that capacity:

Mr. Jesse Anderson, Coordinator, Services for the Visually

Handicapped, Church of Jesus Christ of Latter-Day Saints

Dr. John C. Crandell, Coordinator, Programs for the Visually

Handicapped, Brigham Young University

Dr. Ilaff C. Jeffery, Osteopath

Mrs. Kathryn Joan Dunham, parent of blind child

Mr. Robert Stephen, Director, Field Services, Utah Public

Employees Association

Dr. Jay Donaldson, Specialist, Testing and Measurement,

Utah State Board of Education

Members of the Council, along with the resource people, made up the Study Committee. The committee met regularly both in Salt Lake and on the campus of the school. They interviewed the entire professional staff, all dormitory counselors, and a random sample of students. It spent considerable time discussing the curriculum, counseling, administration, students, staff, and other matters pertaining to the school. Mr. George Holbrook served as co-chairman of the Study Committee along with Mrs. Vera Gee.

After the Committee had visited the school, interviewed the aforementioned, and deliberated at length, Chairman Holbrook assigned various topics to members of the Committee and asked them to prepare "rough drafts" on the assigned topics. These were then discussed and modified as necessary by the Committee at subsequent meetings. Dr. Jay J. Campbell was asked to prepare a composite draft of the final report, which was then altered as necessary by the Committee prior to adoption. A progress summary will be made and included in the 1972-1974 Biennial Report.

REPORT OF FEDERAL PROGRAMS

By Blaine L. Seamons, *Federal Programs Specialist*

During the biennium which included the school years, 1970-1971 and 1971-1972, a wide variety of programs were proposed, developed and provided for the benefit of the students at the Utah Schools for the Deaf and the Blind through the aid of federal funds. The primary source of federal money was Public Law 89-313, amendment to Title I of the Elementary and Secondary Education Act (ESEA). Public Law 89-313 provides financial aid to handicapped children in State operated and supported schools. A limited amount of funds was also made available on a matching basis from Title III of the National Defense Education Act (NDEA).

School for the Blind — 1970-1971

Public Law 89-313 funds were used in a project whose goal was to coordinate the home-school relationship in the non-academic education of visually impaired youth. A team effort was required to accomplish this goal. The team effort included the following: services of a parent counselor who visited the homes of blind students and preschool blind children coordinating efforts toward their social and emotional adjustment and progress; services of a clinical psychologist who coordinated the efforts of the parent counselor, the teaching staff, the dormitory personnel, and the parents to achieve a unified treatment plan for students who manifested psycho-social problems; services of a Federal Programs Specialist to write applications for federal funds, coordinate and evaluate federal projects, and maintain accurate fiscal records of all funds being expended; services of a part-time secretary to provide the Parent Counselor with much needed clerical assistance; a three-day institute for parents of preschool blind children; a program of deinstitutionalization to provide a more home-like atmosphere in the student living areas; and a summer recreation and movement education program which offered training in the wise use of leisure time for visually impaired students.

During the first half of the biennium, NDEA Title III provided the students of the School for the Blind with an overhead projector, a motion picture projector, and filmstrips for use in their elementary science classes.

School for the Deaf -- 1970-1971

Public Law 89-313 funds were provided to support a project at the School for the Deaf entitled, "A Continuation of an Extended School Program of Special Services for Day and Residential Hearing Impaired Children." The general objectives of this project were: a) to continue an educational program for preschool deaf children in the Wasatch Front area from Brigham City to Bountiful, including the Morgan area; b) to continue the preschool program in the Extension Division which serves hearing impaired children, ages 2½ to 5, in the metropolitan Salt Lake area; c) to continue a practicum setting in the preschool for the teacher training program; d) to continue the services of the Media Specialist, one-half time, who operated an Instructional Materials Center and a Media Production Center as well as giving assistance in the use of media to the members of the teaching staff; e) to continue the services of the Federal Programs Specialist who writes applications for federal funds, coordinates and evaluates federal projects, and maintains an accurate fiscal record of all federal funds being expended; and f) to purchase the equipment necessary to furnish a Speech Development Laboratory.

NDEA Title III provided the Students of the School for the Deaf with funds for Elementary and Secondary Mathematics, Elementary Reading, Secondary Science, and Language Arts projects. Project funds were used to purchase such items as magnetic numerals, symbols and letters; darkening blinds; story charts, sequential pictures, association and classification picture charts; science equipment; demonstration angle marker, fraction manipulators, and pictorial number charts; and a video tape recorder,

a remote Tachomatic 500 for group reading instruction, and a stereo tape recorder.

School for the Deaf Extension Division — 1970-1971

Funds were provided through Public Law 89-313 to continue and expand the school program of special services aimed at facilitating and coordinating effective teaching of hearing impaired students in the extension program of the School for the Deaf. The general goals and objectives were: a) to continue the services of a Receptionist-Secretary-Librarian who performs secretarial duties which include filing, handling correspondence, bookkeeping, cataloguing and circulation of library books, assisting the Media Specialist, and office management for the Extension Division; b) to continue the services of a half-time Media Specialist who gives personal instruction in the use of media as well as arranging for specific equipment or materials needed by Extension Division staff members; c) to continue the services of the Federal Programs Specialist who writes applications for federal funds, coordinates and evaluates federal projects, and maintains an accurate record of all federal funds expended; d) to provide the services of a crisis teacher who will help to relieve an overcrowded situation in the Extension Division kindergarten; e) to revise and develop the Language, Speech and Reading Curriculums of the School for the Deaf and its Extension Division; f) to purchase instructional equipment for a Speech Development Laboratory; and g) to purchase a station wagon to be used for transporting students from the Extension Division on field trips and for other school purposes.

School for the Blind — 1971-1972

During the second year of the biennium, Public Law 89-313 funds were once again used to coordinate the home-school relationship in the non-academic education of visually impaired students. The following programs were continued to achieve the coordinated effort: services of the parent counselor who visited the homes of blind children, coordinating efforts toward their adjustment and progress; services of a clinical psychologist who coordinated the efforts of the parent counselor, the teaching staff, the dormitory personnel, and the parents to achieve a unified treatment plan for students who manifest psycho-social disorders; services of a Federal Programs Specialist to write applications for federal funds, coordinate and evaluate federal projects, and maintain accurate fiscal records for all federal funds being expended; a three-day institute for parents of preschool blind children which gave the parents instructions in ways to fill their child's educational, social and emotional needs; and the summer recreation and movement education program which offered training in the wise use of leisure time for visually impaired students. In addition to the above programs, a Living Skills Instructor was provided to serve visually impaired youth in the dormitory.

NDEA Title III funds were made available to the School for the Blind for the purchase of a plastic human skeleton to be used in the science program.

School for the Deaf — 1971-1972

Funds made available by Public Law 89-313 during the last half of the biennium were used to continue the educational program for preschool deaf children in the Wasatch Front area from Brigham City to Bountiful, including the Morgan area; the practicum setting in the preschool for the teacher training program; the services of the half-time Media Specialist who operated the Instructional Materials Center and a Media Production Center in addition to giving assistance in the use of media to the teaching staff; the services of the Federal Programs Specialist to write applications for federal funds, coordinate and evaluate federal projects, and maintain accurate fiscal records of federal funds expended; the services of the crisis teacher who helped relieve the overcrowded situation in the kindergarten; and the revision of the Speech and Language curriculums. Monies were also used to provide for the services for an Integration Specialist who supervised the integration of aurally handicapped students into hearing classes; to provide the services of teachers' aides to assist the instructors of the classes for multiply handicapped deaf students; and to construct a Speech Development Laboratory.

The School for the Deaf utilized NDEA Title III funds to purchase filmstrips and filmloops, study prints, and a Super 8mm Movie Projector, portable cassette tape recorders, a zoom lens for the video tape recorder, a quartz lighting kit for the video tape recorder, and a cartridge loading station.

School for the Deaf Extension Division — 1971-1972

Facilitation and coordination of effective teaching of hearing impaired students of the Extension Division was continued with Public Law 89-313 funds during the second year of the biennium. The programs that were continued were the services of the Receptionist-Secretary-Librarian who performs duties including filing, handling correspondence, bookkeeping, cataloguing and circulating library books, assisting the Media Specialist, and office management for the Extension Division; the services of the Media Specialist who gave personal instruction in the use of media as well as arranging for specific equipment or materials needed by the Extension Division staff; the services of the Federal Programs Specialist who wrote applications for federal funds, coordinated and evaluated federal projects, and maintained accurate records of federal funds being expended; the preschool educational program in the Salt Lake metropolitan area which serves hearing impaired children, ages 2½ to 5 years; and the revision and development of the Language and Speech curriculums of the School for the Deaf.

Audiovisual equipment, materials and supplies purchased with funds available through NDEA Title III are shared with the Extension Division on a need-basis.

AUDIOLOGICAL AND PSYCHOMETRIC REPORT

By Dr. Melvin A. Nielson, *Audiologist - Psychologist*

During this biennial period, audiological services were available at the Utah School for the Deaf on a four day per week basis. The following were given:

Audiological Evaluation

Ogden Campus	151
Salt Lake Extension Classes	53
Preschool (both campuses)	24
School for the Blind (screening inc.)	51
Total	279

Hearing Aid Evaluations

Total completed (Utah School for the Deaf)	62
Total completed (Other agencies)	32
New hearing aids recommended (total)	50
Loaner aids fitted	25
Replacement earmolds made	100

Hearing Aid Services

Minor repairs and maintenance	514
Electro-acoustical analysis	40
Hearing aids for major repairs	41

Special Audiological Test Referrals

From private physicians, school districts and other State agencies	116
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Student Identification, Parent Counseling and Followup

During this biennial period, many counseling sessions were held with parents concerning audiological findings and hearing aid evaluations. Forty-two home visits were made. Eleven state-wide trips were completed in cooperation with the State Board of Health to locate and identify potential hearing impaired students. As a result of these trips, the registry of Utah's hearing impaired individuals was updated. Also, the audiologist made two trips to Alaska to visit parents of students attending the Utah School for the Deaf as well as agencies involved in the education of these students.

In-Service Training

Audiology students from the Brigham Young University and Utah State University	3
Lecture sessions for teachers in training at Utah School for the Deaf	5
School orientation and audiological presentations to universities, school districts, P.T.A. groups and school staff	12
Participation in a special seminar at Weber State College, Department of	

of Education, concerning, "Normal Speech Development."

Research and Projects

From research previously completed at the Utah School for the Deaf in "Comparisons of Group Amplification Systems", an article was published in the American Annals of the Deaf, February 1972. The audiologist served as a member of a workshop committee to revise the State Manual on Speech and Hearing Services. The Utah School for the Deaf participated in data collection concerning our deaf population for the Annual Census for Hearing Impaired. Four nations' publications have been forthcoming. A research project concerning variables affecting achievement levels of deaf students, has been undertaken in cooperation with the State Department of Education and Brigham Young University. Results are pending.

Psychological and Achievement Testing

Psychologist testing was completed by the school audiologist-psychologist with some referrals made to outside agencies. The following is a summary of testing completed:

Leiter Internatonal Performance Scale	44 students
(Non-verbal I.Q. Test)	
W.I.S.C. and other tests	35 students
Special Diagnostic, Perceptual and Motor Skill Tests	24 students
Stanford Achievement Tests, Forms W and X and	
California Achievement Test, Form A	600 students
Psychiatric Evaluations	3 students

Education of the Deaf-Blind

Since the rubella epidemic of 1964-65 left Utah with more children with this double impairment of deafness and blindness than previously occurred, much activity and work were initiated in this area during the biennial period. A regional center for deaf-blind was established in the Denver area. A State Committee was formed to locate and identify the deaf-blind population in Utah. Four workshops were held in Denver to orient professional workers to the needs and training of deaf-blind children.

At the present time, one teenage Utah girl is attending Perkins Institute for Deaf-Blind in Watertown, Massachusetts. Two are enrolled at the Colorado School for the Blind and four are being educated in the Granite School District. One more is attending the Utah School for the Blind and two others are in their own local school districts. Most of the other deaf-blind students are enrolled at the State Training School at American Fork, Utah.

Pupil Statistics for 1970-1971 School Year

AGE	DEAF			BLIND			GRAND TOTAL
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
2	12	5	17	0	0	0	17
3	9	4	13	0	0	0	13
4	19	20	39	0	0	0	39
5	19	27	46	0	0	0	46
6	8	5	13	2	2	4	17
7	11	2	13	5	2	7	20
8	2	6	8	1	3	4	12
9	10	7	17	2	4	6	23
10	10	6	16	4	3	7	23
11	13	8	21	1	3	4	25
12	3	10	13	2	3	5	18
13	10	7	17	1	2	3	20
14	8	9	17	3	6	9	26
15	13	5	18	1	2	3	21
16	14	10	24	2	5	7	31
17	8	8	16	1	4	5	21
18	12	6	18	1	4	5	23
19	3	9	12	0	0	0	12
20	4	1	5	0	0	0	5
21	0	0	0	0	0	0	0
22				0	1	1	1
Total	188	155	343	26	44	70	413

Pupil Statistics for 1971-72 School Year

AGE	DEAF			BLIND			GRAND TOTAL
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
2	4	3	7	0	0	0	7
3	13	4	17	0	0	0	17
4	10	4	14	0	0	0	14
5	21	18	39	0	0	0	39
6	18	26	44	0	1	1	45
7	8	3	11	2	1	3	14
8	14	2	16	4	4	8	24
9	2	6	8	1	4	5	13
10	8	6	14	2	4	6	20
11	7	5	12	4	3	7	19
12	12	9	21	1	4	5	26
13	3	12	15	1	1	3	18
14	9	7	16	1	2	3	19
15	9	7	16	1	5	6	22
16	10	4	14	1	1	2	16
17	11	6	17	2	5	7	24
18	6	4	10	0	2	2	12
19	9	6	15	1	2	3	18
20	0	5	5	0	0	0	5
21	0	0	0	0	0	0	0
22				0	0	0	0
23				0	1	1	1
Total	174	137	311	21	41	62	373

1970 - 71

	Deaf			Blind		
	Boys	Girls	Total	Boys	Girls	Total
NUMBER OF GRADUATES	11	7	18	0	0	0
		Deaf		Blind		Total
Number of Withdrawals		33		10		43
Number of New Entries		89		7		96
Number of Students at End of Year		310		60		370

1971 - 72

	Deaf			Blind		
	Boys	Girls	Total	Boys	Girls	Total
NUMBER OF GRADUATES	10	10	20	0	0	0
		Deaf		Blind		Total
Number of Withdrawals		35		6		41
Number of New Entries		54		6		60
Number of Students at End of Year		276		56		332

HEALTH REPORT

By Mrs. Dorothea W. Lamb, *R.N., Head Nurse*

Number of parents interviewed on Registration Day by the nurses regarding students' health problems, emotional difficulties, immunizations, medication, and dental care.

1970 - 1971

1971 - 1972

Number of parents seen on Registration Day				
Deaf 100	Blind 65	Deaf 95	Blind 70	
Number of times students received medication during the year				
Deaf 6,171	Blind 5,337	Deaf 6,190	Blind 5,901	
Number of times students received treatment at the Infirmary				
Deaf 3,755	Blind 542	Deaf 2,862	Blind 538	
Number of times students were seen by Dr. Grant H. Way, school physician, at the Tuesday morning clinic				
Deaf 336	Blind 137	Deaf 214	Blind 57	
Number of times students were seen by a dentist for emergency treatment				
Deaf 4	Blind 0	Deaf 7	Blind 3	
Number of times students received treatment at the Intermountain Indian School Dental Clinic				
Deaf 18	Blind 8	Deaf 15	Blind 2	
Number of times students received treatment at the McKay Hospital emergency room				
Deaf 4	Blind 4	Deaf 3	Blind 4	
Number of students receiving X-Rays for positive skin tests of history of tuberculosis				
Deaf 4	Blind 0	Deaf 3	Blind 0	
Number of students receiving X-Rays for possible fractures				
Deaf 3	Blind 0	Deaf 6	Blind 0	
Number of times students were referred to a physician other than the school physician				
Deaf 6	Blind 4	Deaf 8	Blind 1	

Number of times students received physical examinations required for competition in sports

Deaf 60

Blind 12

Deaf 36

Blind 0

Number of times students received immunizations (including DPT, small-pox, measles, and patio)

Both schools 100

Both schools 100

An influenza clinic was held for all students

Deaf 95

Blind 68

Number of staff members referred for X-Rays

Both schools 28

Skin test all staff members

REPORT OF FOOD SERVICES

School Years 1970-1971 and 1971-1972

By Richard Cobb, *Supervisor of Food Services*

During the past several years our Food Services Division has attempted to provide the boys and girls, both in the School for the Deaf and in the School for the Blind, with many new and varied types of food. We worked continuously toward upgrading of the food preparation processes and services with the chief aim being to provide more nutritious and appealing meals.

Our Food Services operation began at 5:30 a.m. in the kitchen of each school. Breakfast was served promptly at 6:30 a.m. for the post-primary students and at 6:50 a.m. for the primary group.

Lunch was served for the primary and post-primary groups at 11:45 a.m. and noon respectively. The dinner hour began at 5:00 p.m. for the primary group and 5:15 p.m. for the post-primary. Our operational day was from 5:30 a.m. to 6:30 p.m.

Parents and/or other persons interested in our students are always welcome to visit our Food Services areas in order to observe the preparation or the serving of food.

Through the past year, 1971-1972, food services have concentrated most on a school lunch type program. We have tried, in preparation, to give better nutrition in the food services program. We decided this year to bake all breads and pastries and have had great success.

Our food personnel are doing a very fine job and hopefully we may continue to serve well. We thank all students and staff for their cooperation and help through the biennium.

Food Cost for the Fiscal Years 1970-71 and 1971-72

Fiscal Year	Student Enrollment	Equipment and Supplies	Surplus Commodities	Food	
1970-71	238	926.70	3,492.92	39,980.07	
1971-72	227	861.33	3,526.00	35,806.57	
Fiscal Year	Salaries	Expenditures Total	Meals Total	Per Meal Cost	Cost Per Student
1970-71	45,192.08	89,591.77	123,907	.72	376.44
1971-72	44,203.49	84,397.39	116,033	.73	371.79

REPORT OF RECEIPTS AND EXPENDITURES

July 1, 1970 to June 30, 1971

Receipts

By David S. Finlinson, *Business Manager*

Balance Forward from previous year	\$ 12,563.00
State Appropriation	1,206,829.00
Dedicated Credits	226,268.00
Federal Funds	82,453.00
Reimbursements	4,208.00
	<hr/>
TOTAL RECEIPTS	\$1,532,321.00

Disbursements

Salaries	\$1,170,179.00
Travel	4,113.00
Current Expenses	179,262.00
Capital Outlay	42,590.00
	<hr/>
SUB TOTAL	\$1,396,144.00
TOTAL REVERTED	136,177.00
TOTAL DISBURSEMENTS	1,532,321.00
BALANCE	.00

July 1, 1971 to June 30, 1972

Receipts

State Appropriation	\$1,172,790.00
Dedicated Credits	317,219.00
Federal Funds	144,985.00
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TOTAL RECEIPTS	\$1,634,994.00

Disbursements

Salaries	\$1,255,044.00
Travel	5,740.00
Current Expense	212,907.00
Capital Outlay	47,269.00
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SUB TOTAL	\$1,520,960.00
Total Transferred to Fiscal Year Beginning July 1, 1972	5,159.00
TOTAL REVERTED	108,875.00
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TOTAL DISBURSEMENTS	1,634,994.00
BALANCE	.00

REPORT OF ALTERATIONS, REPAIRS AND IMPROVEMENTS

By Angus Blaylock, *Superintendent of Buildings and Grounds*

Twentieth Street Campus

- Installed new hermetic refrigeration unit received from surplus in small walk-in refrigerator, Main Kitchen.
- Installed new refrigeration coils and control system, walk in freezer, Main Kitchen.
- Installed new disposer, Main Kitchen.

- Remodeled and installed new surplus stainless steel pot and pan sink and drain boards, Main Kitchen.
- Remodeled and installed two new surplus stainless steel kitchen tables, Main Kitchen.
- Modified and installed new surplus stainless steel utensil rack, Main Kitchen.
- Remodeled and installed combination range-refrigerator-sink unit saved from a previous remodel job in Guest Apartment.
- Installed new carpet on contract, Guest Apartment.
- Install new linoleum in kitchen area, Guest Apartment.
- Painted and decorated, Guest Apartment.
- Remodeled, repaired and installed partitions, walls, electric wiring, plumbing, painted. Installed air conditioning to make residence for Dean of Students' family from former Boys' Dormitory. Not completed on July 1, 1972.
- Excavated basement under Superintendent's residence. Prepared and poured walls and floor. Installed electric heat in floor, put new window in foundation, installed new electric wiring. Water steam and return lines — installed new air and sewer lines. Built new support beam with steel post for first floor safety. Installed new outside sensor for heat control system for building.
- Excavated entire area under old Gym. Poured concrete walls and floor, installed beams and supports for Gym floor — to make basement storage area.
- Installed new underground electric service on contract from main transformer vault by Administration Building to Driggs Hall to replace deteriorated system.
- Installed on contract new service from vault by Vocational Building to Cottage and Old Gym Building for same reason.
- Installed new electric conduit from vault by Administration Building to Woodbury Hall underground for future service.
- Remodeled area in TIKI Room and installed new sewer and water system for Kitchen and serving area.
- Removed cement floor — installed sewer and water system and poured new floor — roughed in partitions and walls for boys' and girls' new rest rooms, Basement, Woodbury Hall.
- Repaired carpet laying job — play area, Woodbury Hall Basement.
- Decorated and painted two entrances to Driggs Hall on contract.
- Installed two night flood lights, roof, Driggs Hall, west side.
- Removed and stored two unused transformers and enclosures, Driggs Hall and Old Gym Building.
- Installed temporary electric service, Driggs Hall.
- Installed TV antenna system, Woodbury Hall basement recreation area.
- Installed TV antenna systems, New Residence in Cottage and two rooms, Primary School.
- Repaired cabinet and installed new refrigeration unit in Superintendent's residence refrigerator.
- Remodeled complete campus intercom system and changed it from page to call system.
- Installed new washer, basement, Superintendent's Residence.
- Remodeled four bin-fed coal stokers into hopper-type for stand-by heating equipment — constructed four large hoppers for same, Main Boiler House.
- Removed and stored four gas burners, Main Boiler House.
- Overhauled aqua hydraulic ash hoist for emergency use, Main Boiler House.
- Rebuilt four doors to coal bins for standby coal heat operation, Main Boiler House.
- Excavated portion of area under Hospital Building in preparation for pouring cement basement for storage.
- Remodeled portion of Primary School to make Dormitory for primary students on contract.
- Installed 24 hour time clock to control heat in living room areas in remodeled Primary Dormitory.

- Prepared, painted and decorated twenty dormitory bathrooms, halls, living quarters, observation rooms, etc.
- Dismantled all plumbing, electric wiring, light fixtures, ceilings (salvaged tile), cinder block partitions (salvaged the blocks), metal partitions, heating system, etc. in preparation for Primary Dormitory remodel job for twenty rooms.
- Cut openings in outside and inside walls in preparation for Primary Dormitory remodel job.
- Installed new wardrobes and study desks in newly remodeled Primary School (52 items).
- Reinstalled about 60 feet of metal partitions salvaged from remodel job in observation room, Primary School.
- Did electric wiring in four observation rooms, also installed three exhaust fans in observation rooms, Primary School.
- Installed bathroom vent fan for girls' bathroom, Primary School.
- Removed and relocated outside door in one classroom.
- Installed sink cabinet in one classroom, Primary School.
- Installed two new return pumps, Administration Building.
- Installed new roof on contract, Administration Building.
- Rebuilt exhaust fan and rewired control circuits to operate same from light switches for both girls' and boys' rest and dressing rooms, Administration Gym.
- Installed new exhaust fan in Dry Cleaning Room, Vocational Building.
- Installed new gas laundry boiler on contract, Vocational Building.
- Installed two steam laundry presses on contract, Dry Cleaning Room.
- Constructed opening and installed door to paint room, Vocational Building.
- Installed new steam and return line on contract from Primary School to Cottage Dormitory.
- Relocated incinerator and built enclosure.
- Leveled, graded and removed rocks from outlying campus area so power mower can be used to maintain appearance.
- Resodded areas where grass was missing from construction areas and worn areas.
- Removed paving and cement from sidewalk and junction area between Woodbury Hall and Administration Building – redesigned and installed new cement and paving to improve appearance and usefulness.
- Constructed sump to drain sidewalk by Administration Building and Woodbury Hall.
- Installed new band saw, Main Shop.
- Overhauled starter and replaced ring gear in forklift.
- Installed new transmission in surplus tractor.
- Built snow plow for Jacobsen tractor.
- Constructed a metal flat bed trailer for grounds use – remodeled one more.
- Overhauled and painted surplus Caseomatic Tractor.
- Prepared and painted Ford Station Wagon.
- Designed and constructed dumping steel bed for present $\frac{3}{4}$ ton Ford Truck.
- Installed new engine on grounds sprayer.
- Installed power take-off and large 8 ft. power rotary power on Caseomatic tractor. for rough grounds maintenance.
- Installed new fly wheel and ring gear for starter Ford Wagon.
- Installed new ring gear, overhauled starter, replaced clutch, Ford $\frac{1}{2}$ ton truck.
- Installed new clutch – throw out bearing and pilot bearing, Dodge bus.
- Constructed one broad jump lane and extended one more – constructed large jump pit, Athletic Field (asphalt furnished on contract).

Extension

- Removed air conditioner from Glendale School and installed same in St. Marks.
- Moved furniture and equipment for ten classrooms from area to area to adjust classroom situation in Salt Lake Extension system.
- Installed auditory training equipment in all Extension classrooms – Ogden, Bountiful and Salt Lake City areas.

Harrison Campus

- Installed new roof upper garages.
- Installed metal roof trim upper garages.
- Painted upper garages and storage shed.
- Painted Boiler House outside.
- Installed new cement parapet wall cap, west boiler house area, and repaired remainder of cap boiler house.
- Installed new surplus masonite ceiling over metal beams, boiler room.
- Prepared and painted new ceiling, walls and floor, boiler room.
- Installed new surplus masonite ceiling over steel ceiling beams, boiler and equipment room, New School for the Blind.
- Prepared and painted the new ceiling, also all walls and floors, Boiler and Equipment Room, New School for the Blind.
- Prepared and painted walls, floors and ceiling in halls and entrance, same area.
- Installed new pump for filtering system pool.
- Installed TV and AM antenna and lead system in four classrooms, New School.
- Installed new flagpole and threaded same, New School.
- Installed photoelectric control and underground wiring from New School to New School Campus sign.
- Installed sprinkling system – planted lawn and landscaped complete area around New School.
- Installed 225 feet surplus drain pipe from road and curb to storm drain, front Dorm. area.
- Installed sump and drain system for curb and roads – rear main dorm parking area.
- Painted outside El Cielito – Home Ec. Building, Primary School Building.
- Painted and decorated 29 rooms in Main Dormitory and other areas.
- Installed paneling one room, Main Dormitory
- Repaired windows, screen, doors, etc., and painted residence building.
- Installed 8 squares asbestos outside wall shingles to replace those broken.
- Repaired chain link fence around entire campus.
- Filled holes, trenches – leveled field for better appearance and maintenance.
- Installed racing lanes removed from lower campus in area leveled on contract.
- Run new 4" Pine View water main to racing lane area. Installed sprinkling system for same.
- Installed 10 pieces playground equipment in play area.
- Installed carpet on contract in four recreation rooms, Main Dormitory.
- Patched and repaired paving, all roads and parking lots.
- Installed new hardwood floor in recreation room, El Cielito.
- Installed sprinkling system in forested area – repaired and installed new sprinklers in several lawn areas.
- Installed new surplus stainless steel steam cooker pot in Main Kitchen.
- Installed new vegetable peeler, Main Kitchen.
- Replaced six trees that died on campus.
- Installed new TV antenna and lead, Residence.
- Constructed large hopper on present coal stoker for extended standby heat operation.
- Demolished old Boiler House, on contract – area then prepared and seeded for lawn.

STUDENTS TERMINATED FROM THE SCHOOL

School for the Deaf — 1970-71

Name	Entered	Terminated	Cause
Bell, Michael	8-21-69	9-20-70	To enter class for deaf-blind
Bosshardt, Lillian	11- 4-69	5-29-70	To enter public school
Brady, Kathleen	8-29-67	1-18-71	To enter public school
Braunersuther, Patrick	8-26-70	9-15-70	Moved out of state
Bulkley, Jackie Lynn	10- 9-67	11-20-70	To enter public school
Chavez, Carol Ann	12-11-67	9-25-70	Moved out of state

Clark, Jane	9- 2-69	9-14-70	To enter public school
Clyde, Steven	9- 7-67	1- 4-71	To enter public school
Colvin, Susan	9- 1-60	12- 7-70	Married, dropped out
Hansen, Craig	10- 5-70	12-23-70	Granite — Special Ed.
Holt, John	9-16-55	1- 4-71	Married, dropped out
Howard, Naney	9- 2-69	10-12-70	To enter public school
Jaeko, Earl	10-10-67	2-22-71	Returned to Alaska
Jenkins, Brad	9- 1-59	3-12-71	To enter public school
John, Arnold	8-26-69	5-29-70	Returned to Alaska
Johnson, Douglas	9-18-70	9-27-70	Sent back to Nevada
Lawson, Vernon Lee	8-27-68	6- 4-60	Moved out of state
Lopez, Angela	3-16-70	9-20-70	To enter class for deaf-blind
Lytle, John	11- 1-66	6- 4-70	Moved out of state
Mazza, Pete	9- 1-59	10- 7-70	Moved out of state
Pearce, Scot	1-26-70	6- 4-70	Unknown
Perez, Virginia	8-26-69	5-29-70	Moved out of state
Peterson, Doug	8-29-60	8-28-70	Dropped out
Phipps, Kathryn	8-26-69	5-29-70	Ogden Special Ed. class
Richey, Roan	8-29-67	5-29-70	Returned to Alaska
Sanchez, Tommy	1-19-70	6- 4-70	SLC Special Ed. class
Stettler, Kirsten	8-27-68	5-29-70	Moved out of state
Stevens, Todd	8-29-67	1-11-71	Moved out of state
Taylor, Alicia	3-23-70	6- 4-70	To enter public school
Taylor, Karen Ann	1-29-68	6- 4-70	To enter public school
Tidball, Stephen	9- 3-68	6- 4-70	Moved to Australia
Titus, Doreen	3-28-70	11-22-70	Returned to Alaska
Vaught, Denise	8-27-68	9-14-70	To enter public school

School for the Blind — 1970-71

Name	Entered	Terminated	Cause
Alexie, Mary	8-26-69	5-28-70	Married, dropped out
Campbell, Catherine	8-25-64	3-11-71	Moved out of state
Chadburn, Helene	8-31-66	May 1971	To enter public school
Elliott, Douglas	5- 4-70	5-29-70	Moved out of state
Hicks, Danny	1-22-68	May 1971	To enter public school
Leyer, Heidi	11-17-69	1- 4-71	Unknown
Mansfield, Rick	8-27-62	May 1971	To enter public school
Price, Cindy	10-14-65	5-28-70	To enter public school
Reeder, Linda	9- 1-59	May 1970	To enter public school
Smith, O. Karl	1- 3-68	May 1971	To enter public school

STUDENTS TERMINATED FROM THE SCHOOL

School for the Deaf — 1971-72

Name	Entered	Terminated	Cause
Angell, Vaughn	8-25-64	3-23-72	School's request
Barlow, Charles	12- 2-69	5-31-71	Moved out of state
Beaslin, Brenda	3- 1-71	5- 3-71	SLC Behavior Mod.
Bertoch, Debbie	8-27-68	9- 8-71	Moved out of state
Bowman, Christine	9- 1-59	5-31-71	Married, dropped out
Bowman, David	2-15-71	5-31-71	To enter public school
Callister, Peggy	9- 5-67	5-31-71	Moved out of state
Callister, Susan	8-29-60	5-31-71	Moved out of state
Cottrell, Daniel	8-20-71	1-25-72	To enter public school
Dorton, Paula	10-12-64	3- 8-72	Dropped out
Ellett, Stephanie	8-20-61	5-31-71	Unknown
Fowler, Timmy	9- 2-70	10-29-71	Moved out of state
Fowler, Tony	8-20-71	10-29-71	Moved out of state

Hansen, Jana	8-29-67	5-31-71	To enter public school
Hatch, Kenneth	8-26-70	5-31-71	Moved out of state
Holmes, Kathleen	9- 2-68	5-31-71	To enter public school
Howell, Linda	9- 2-70	5-31-71	Moved out of state
Hutchings, Mary Ann	9- 2-58	12-17-71	Dropped out
Jacobs, Tina Marie	8-30-71	1- 3-72	Moved out of state
Kwawegen, Sandra	9-11-59	11-17-71	Dropped out
Lewis, Gary	8-26-70	1-28-72	Returned to Wyoming
Nelson, Kyle	8-27-68	5-31-71	To enter public school
Packard, Lisa	8-27-68	11- 5-71	Moved out of state
Peterson, Doug	8-25-71	3-29-72	Dropped out
Redfox, George	8-31-66	5-31-71	Returned to Alaska
Reese, Norman	9- 2-58	5-31-71	To enter public school
Snow, David	9- 3-70	5-31-71	Moved out of state
Starkey, Tom	9-11-69	5-31-71	To enter public school
Tomkinson, Dan	9- 1-60	5-31-71	To enter public school
Ungudruk, Eddie	8-31-65	5-31-71	Returned to Alaska
Williams, Penny	8-26-69	4- 7-72	Moved out of state
Williamson, Val Dee	9-15-60	1-24-72	School's request
Wooden, Victoria	11-10-69	5-31-71	Moved out of state
Yaska, Arley	8-31-65	3-17-72	Returned to Alaska
Yaska, Dwight	8-23-63	3-17-72	Returned to Alaska

School for the Blind — 1971 -72

Name	Entered	Terminated	Cause
Anderson, Linda Terry	8-28-61	5-25-72	To enter public school
Bagley, Steven	8-26-69	5-25-72	To enter public school
Bettess, Debbie	9- 1-59	10- 6-71	Moved out of state
Davilla, Debra Ann	8-24-71	1- 5-72	Moved out of state
Kendrick, Jolene	8-25-71	5-25-72	To enter public school
Zentner, Teresa	9- 7-54	5-25-72	Moved out of state

STUDENTS ENROLLED IN THE SCHOOL OR THE DEAF

School Year 1970-71

OGDEN CAMPUS	
Adair, Jimmy — Ogden	Bosshardt, Lillian L. — Riverton
Aitken, James — Eureka	Bowman, Christine — Salt Lake City
Aldridge, Bruce — Vernal	Bowman, L. David — Salt Lake City
Allen, Lynn — Murray	Brady, Donald — Nevada
Allred, Scott — Ogden	Brady, Winona — Nevada
Anderson, Dennis — Kearns	Braunersuther, Patrick — Ogden
Anderson, Jan Marie — Kearns	Brooks, Jerry — Nevada
Anderson, Lori — Bountiful	Brown, Christine — Ogden
Anderson, Tracy — Price	Bryner, Mark — Ogden
Anderton, Nord — Draper	Bulkley, Jackie — Ogden
Angell, Vaughn — Salt Lake City	Burgess, Frank — Ogden
Arave, Stephanie — Logan	Callister, Susan — Bountiful
Archuleta, Anita — Midvale	Campbell, Rosemary — Orem
Armijo, Henry — Nevada	Carrera, Daniel — Nevada
Bair, David — Lehi	Carter, Karen Fern — Ogden
Ball, Kay Lynne — Ogden	Charlie, Mike — Alaska
Barlow, Charles A. — Ogden	Chatlin, Debra — Ogden
Bennett, Shane — American Fork	Chavez, Carol Ann — Ogden
Berghout, Janice — Midvale	Chournos, Johnnie Shane — Tremonton
Bertoch, Debbie — Salt Lake City	Christensen, Nancy — Ogden
Boehmer, Keith — Vernal	Clay, Barbara — Salt Lake City
	Colvin, Susan — Nevada

Dalpiaz, Rodney – Ogden
 Dawson, Dixie – Hooper
 Dorton, Paula – Salt Lake City
 Edgington, Angela – Ogden
 Eggers, Evelyn – Roosevelt
 Eggers, Frederick – Roosevelt
 Eliason, Thomas – Ogden
 Ercanbrack, Heidi – Ogden
 Ercanbrack, Michael – Ogden
 Ercanbrack, Tedi Ann – Ogden
 Everett, Kemper – Price
 Everett, Vicki – Price
 Fisher, Laura – Nevada
 Flynn, Raphael – Alaska
 Foley, Drew – Ogden
 Fox, Cordie – Kearns
 Fox, Rosemary – Kearns
 France, Jon Brett – Ogden
 Frew, Cindy Lee – Ogden
 Furlow, Randall – Salt Lake City
 Giles, Bobby – Pleasant Grove
 Gould, David – Clinton
 Gregory, John – Alaska
 Gutierrez, Maria – Layton
 Hadfield, Kathy – Brigham City
 Hanberg, Sherri – Bluebell
 Hansen, Craig D. – Salt Lake City
 Hansen, Lynda Rae – Brigham City
 Harrop, Troy Gary – North Ogden
 Hatch, Kenneth L. – Bountiful
 Hermansen, David G. – Bountiful
 Hofseth, Edward – Alaska
 Holmes, Kathy – Wyoming
 Holt, John – Hanksville
 Hornecker, David – Wyoming
 Hunt, Julie – Magna
 Hutchings, Mary Ann – Provo
 Jacko, Earl – Alaska
 Jacobs, Brenda – Bountiful
 Jacobsen, Loraine – Emery
 Jenkins, Brad – Nephi
 Jenkins, Jim – Nephi
 Jeppesen, Barbara Ann – Corinne
 Jex, Rodney Brent – Hooper
 Johnson, Douglas – Nevada
 Johnston, Connie – Ogden
 Jolley, Audrey – Antimony
 Jones, Brent – Tabiona
 Jorgenson, Wendy – Sunset
 Kerr, Jeffrie – Roy
 Kerr, Suzanne – Roy
 Kimber, Susan – West Point
 Kimbrel, Julie – Salt Lake City
 Kinner, Deanne – Ogden
 Krebs, Roger – Kaysville
 Kwawegen, Sandra – Salt Lake City

Lamar, Dawn Afton – Woods Cross
 Laramie, Bridget – Bountiful
 LeFevre, Brent – Nevada
 Lein, Patrick – Nevada
 Lewis, Gary – Wyoming
 Logusak, George – Alaska
 Lybbert, Stephen – Ogden
 Lyman, George Walter – Roy
 Mankin, Rex Kenneth – Ogden
 Mazza, Pete – Ogden
 McCann, Shelly Rae – Sunset
 McCree, Leon – Ogden
 Meagher, Anthony – Nevada
 Middleton, Mary Kathleen – Morgan
 Monson, Raymond – Salt Lake City
 Moore, Charles – West Jordan
 Morlock, Scott – Roy
 Nathan, Geneveve – Alaska
 Nathan, James – Alaska
 Newton, Scott – Ogden
 North, Melvin – Salt Lake City
 Olsen, Edward – Altonah
 Opheikens, Craig – Ogden
 Opheikens, Sharadee – Ogden
 Page, Doyle – Logan
 Patterson, Jimmie – Alaska
 Paulo, Tina Monique – Alaska
 Penrod, Melissa – Pleasant Grove
 Peterson, Douglas – Salt Lake City
 Peterson, Melinda – Mayfield
 Phillips, Mitchell – Ogden
 Pitkin, Lorrie – Logan
 Pleasant, David C. – Alaska
 Ponton, Jennifer Ann – Ogden
 Redfox, George – Alaska
 Reese, Norman – Smithfield
 Richins, Mark Alma – Ogden
 Roberts, Carl – Lehi
 Roberts, Lennis – Ogden
 Rockwood, Wade – Layton
 Romero, Steve – Lark
 Rudd, Jeffery – Plymouth
 Salazar, Milton – Ogden
 Shupla, Robert – Ogden
 Shupla, Winchell – Ogden
 Smith, Douglas – Granger
 Smith, Laird – Roy
 Snedeger, Lewis – Tooele
 Snodgrass, Linda – Kearns
 Sparr, Glen – Ogden
 Spradling, Michael D. – Ephraim
 Squires, Allen – Ogden
 Starkey, Lowell Thomas – Ogden
 Stettler, Kirsten – Ogden
 Stohel, Michael W. – Salt Lake City
 Stoltz, Wayne – Ogden

Stotts, Catherine – Ogden
 Stratton, John – Cedar City
 Stromness, Sally – Salt Lake City
 Swanson, Randy – Salt Lake City
 Tanner, Lorie – American Fork
 Taveapont, LaLisa – Ogden
 Terry, Cindy Jean – Ogden
 Titus, Bennett – Alaska
 Titus, Doreen – Alaska
 Titus, Leo – Alaska
 Tomkinson, Dan – Fillmore
 Tovey, Brenda Lea – Orem
 Tuckett, Cindy – Layton
 Tuckett, Pam – Layton
 Ungudruk, Edward – Alaska
 Van Housen, Randall – Ogden
 Vlahos, Gina – Ogden
 Von Elm, Valerie – Salt Lake City
 Wetchie, Neomi – Wyoming
 Whitlock, Linda – Ogden
 Williams, Anthony – Salt Lake City
 Wilson, Cindy – Pleasant Grove
 Wiltshire, Veldon Neil – Circleville
 Wood, Dana E. – Salt Lake City
 Wooden, Victoria – Layton
 Yaska, Arley – Alaska
 Yaska, Dwight – Alaska
 Yaska, Wilber – Alaska
 Yee, Betty – Ogden
 Zemp, Terry – Orem

EXTENSION DIVISION

Allen, Todd Duane – Sandy
 Anderson, Darrell – Salt Lake City
 Anderson, Jan Marie – Morgan
 Ash, Adam – Sandy
 Atwood, Tammy – Kearns
 Bangerter, Kent – Woods Cross
 Barker, Darren – Tooele
 Barker, Kenneth – Salt Lake City
 Beck, Janet – Salt Lake City
 Behunin, Lisa – West Jordan
 Bishop, Suzanne – Salt Lake City
 Black, Lawrence – Kearns
 Blosser, Jane – Bountiful
 Brady, Kathryn – Sandy
 Brewer, Roquel Salt Lake City
 Bricker, Sharon – Salt Lake City
 Broadwater, Michelle – Salt Lake City
 Brown, Kim – Bountiful
 Brubaker, Daniel North Salt Lake
 Brubaker, Joyce – North Salt Lake
 Butterworth, Sara – Salt Lake City
 Callister, Peggy – Bountiful
 Castleton, Michael – Salt Lake City
 Christy, Donald – Salt Lake City

Clark, Cynthia – Murray
 Clark, Mary Lou – Kearns
 Clyde, Steven – Salt Lake City
 Colebrook, Wendy – Salt Lake City
 Corbett, Susan – Salt Lake City
 Cottrell, Danny – Salt Lake City
 Crouch, Lon Daniel – Payson
 Crowder, Laurie – Salt Lake City
 Curtis, Michael – Woods Cross
 Dahl, Carolyn – Salt Lake City
 Davis, Alvin – Salt Lake City
 DeSpain, Robert – Salt Lake City
 Dillingham, Weston – Provo
 Edelen, Ted – Salt Lake City
 Ekenstam, Toni – Tooele
 Ellett, Stephanie – Salt Lake City
 Ericksen, Jay Dean – Salt Lake City
 Evans, Amy – Salt Lake City
 Fife, Michael – Salt Lake City
 Fowler, Scott – Salt Lake City
 Fowler, Tony – Salt Lake City
 Foy, Claudia Marie – Salt Lake City
 Garcia, Jamie – Salt Lake City
 Gardner, Robert – Salt Lake City
 Garner, Sherry – Salt Lake City
 Gates, Lynn – Salt Lake City
 Gilbert, Marnie – Granger
 Graham, Steven – Salt Lake City
 Gregg, Gary – Salt Lake City
 Hale, Debra – Salt Lake City
 Hancock, Joseph – Salt Lake City
 Hanks, Jeff – Salt Lake City
 Hansen, Craig – Salt Lake City
 Hansen, David – Salt Lake City
 Hansen, Greg – Salt Lake City
 Hansen, Gregory W. – Salt Lake City
 Hansen, Janna – Salt Lake City
 Hansen, Patrick – Kearns
 Hansen, Suzanne – Salt Lake City
 Haws, Ruth Ann – Salt Lake City
 Heinrich, Ronald – Salt Lake City
 Hendrickson, Susan – Salt Lake City
 Hepner, Karen – Murray
 Hinds, Kevin – Salt Lake City
 Hodson, Jonathan – Salt Lake Cityz
 Horlacher, Paul – Salt Lake City
 Hovey, Candace – Riverton
 Howard, Nancy – Salt Lake City
 Howell, Lynda – Salt Lake City
 Huffman, Debra – Tooele
 Ivie, Kathy – Murray
 Jacobs, Tina Marie – Salt Lake City
 Jensen, April – Salt Lake City
 Johnson, Coleen – Salt Lake City
 Johnson, Kevin – Salt Lake City

Cook, Pamela — Roosevelt
 Coombs, Steven — Ogden
 Crawford, Loretta — Nevada
 Crompton, Brent — Ogden
 Cunningham, Mitch — Salt Lake City
 Kimball, Roxanne — Salt Lake City
 King, Daniel Austin — West Jordan
 Lafeen, Bart — Murray
 Lafeen, Cary — Murray
 Lauritzen, Keith — Salt Lake City
 Lewis, Lorelee — Salt Lake City
 Love, Lise — Salt Lake City
 McComie, Lisa — Bountiful
 Mears, Melanie — Salt Lake City
 Metcalf, Brent — Salt Lake City
 Millet, Angela — Salt Lake City
 Molyneux, Tanni — Riverton
 Morrison, Carol Ann — Salt Lake City
 Mortensen, Kristi — Murray
 Nelson, Kyle — Murray
 Nelson, Sylina — Salt Lake City
 Nelson, Thad — Springville
 Nielson, Layne — Kearns
 Nielson, Cindee Rae — Salt Lake City
 Offe, Thomas — Salt Lake City
 Olsen, Robyn — Granger
 Orton, Dayna — Salt Lake City
 Oscarson, Richard — Kearns
 Oswald, Bradley — Granger
 Owens, Robert Layne — Midvale
 Pace, Kimberlee — Pleasant Grove
 Pace, Shane — Payson
 Packard, Lisa Ann — Murray
 Palmer, Mont — Riverton
 Parry, Calvin — Salt Lake City
 Pitt, David — Murray
 Poe, Joleen — Salt Lake City
 Redmond, Carey Lee — Salt Lake City
 Richards, Lisa — Salt Lake City
 Ridgley, Apryl — Midvale

Ringwood, Cindy — Salt Lake City
 Roberts, Kyler — Salt Lake City
 Robinson, Norman — Salt Lake City
 Robinson, Roger — Salt Lake City
 Row, Shayne — Salt Lake City
 Rudd, Glen — Salt Lake City
 Ruflin, Robert Todd — Salt Lake City
 Sandberg, Neil — Salt Lake City
 Schoemig, William N. — North Salt Lake
 Schulties, Brad — Woods Cross
 Schwab, Dalene — Salt Lake City
 Sealey, Lisa — Salt Lake City
 Sellers, Toy Ann — Bountiful
 Sheriff, Richard — Sandy
 Sibson, Wallace — Salt Lake City
 Sizemore, Larry — Kearns
 Skoglund, John — Salt Lake City
 Slaughter, Robin — Granger
 Smith, Kimberle — Salt Lake City
 Snow, David — Salt Lake City
 Stephenson, Heather — Provo
 Stewart, Sari — Salt Lake City
 Stevens, James Todd — Salt Lake City
 Stroud, Daniel Jay — Salt Lake City
 Thomas, Jimmy — Grantsville
 Thompson, Albert — Salt Lake City
 Thornley, Michael — Sandy
 Trimble, Celeste — Salt Lake City
 Wagstaff, Christopher — American Fork
 Wahlberg, Kimberlee — Salt Lake City
 Webb, Holly — Draper
 Webb, Tracy — Salt Lake City
 Williams, Holly — Salt Lake City
 Williams, Karen — Woods Cross
 Williams, Penny — Salt Lake City
 Williamson, Val Dee — Murray
 Wilson, Laurie — Salt Lake City
 Woodcox, Robbie — Lehi
 Wright, Kirby — Granger
 Young, Abram — Bountiful

STUDENTS ENROLLED IN THE SCHOOL FOR THE BLIND

School Year 1970-71

Alexie, Emma — Alaska
 Alexie, Lilly — Alaska
 Alexie, Mary — Alaska
 Anderson, Linda Terry — Ogden
 Bagley, Steven — Salt Lake City
 Bowman, Ronnie — Salt Lake City
 Campbell, Catherine — Salt Lake City
 Chadburn, Helene — St. George
 Clapier, Karen — Ogden
 Crabb, Nolan — Ogden
 Cruiser, Carol Jean — Ogden
 Deininger, Laura Lee — Ogden

DeWhitt, Kay — Nevada
 Dunham, Rhonda — Ogden
 Etherington, Wendy — Layton
 Hall, David — Ogden
 Hancey, Barry — Salt Lake City
 Hancey, Robyn — Salt Lake City
 Hicks, Danny — Salt Lake City
 Holladay, Linda Rae — Murray
 Jaensch, Cindy — Bountiful
 Jenkins, Valerie — Wyoming
 Jensen, JoAnn — Kearns

Jeppson, Scott — American Fork
 Jones, Val E. — Ogden
 Kendrick, Jolene — Ogden
 Lamie, Nancy — Salt Lake City
 Leyer, Heidi — Murray
 Locke, Mary Lee — Kearns
 Lopez, Paula — Salt Lake City
 Mansfield, Rick — Salt Lake City
 Martin, Cinthia Ann — Layton
 Mattinson, Julie — Pleasant Grove
 Maxwell, Kathy — Clearfield
 Miller, Julie — Orem
 Miller, Tammy — Orem
 Miller, Vickie — Orem
 Neal, Connie — Ogden
 Orchard, Christene — Ogden
 Ostberg, Carla — Murray
 Padley, Lori Ann — Bountiful
 Parkinson, Patricia — Grantsville
 Peterson, Creg — Salt Lake City
 Price, Cindy — Sandy
 Queep, Beverly — Nevada
 Rasmussen, Dick — Murray

Reeder, Linda — Roy
 Reid, Nancy — St. John
 Rosenbaum, Shawn Glenn — Ogden
 Schmidt, Marianne — Ogden
 Schoppmann, Stephanie — Nevada
 Sealock, Richard — Nevada
 Sinai, Ann — Nevada
 Silas, Vincant — Nevada
 Smith, O. Karl — Nevada
 Smith, Rodney — Nevada
 Spendlove, Pam — Virgin
 Stevens, Roy — Ogden
 Swasey, Blaine — Sandy
 Swenson, Wade — Logan
 Telford, Brenda — Morgan
 Telford, Lane Ted — Morgan
 Tenison, Arvil — Ogden
 Thompson, Debra — Wyoming
 Van Driel, Richard — Ogden
 Westmoreland, James — Ogden
 Yancey, Steven — Bountiful
 Zentner, Teresa — Ogden

STUDENTS ENROLLED IN THE SCHOOL OR THE DEAF

School Year 1971-72

OGDEN CAMPUS

Adair, Jimmy — Ogden
 Aitken, James — Eureka
 Aldridge, Bruce — Vernal
 Anderson, Dennis — Kearns
 Anderson, Lori — Bountiful
 Anderson, Tracy — Price
 Anderton, Nord — Draper
 Angell, Vaughn — Salt Lake City
 Arave, Stephanie — Logan
 Archuleta, Anita — Midvale
 Bair, David — Lehi
 Ball, Kay Lynne — Ogden
 Barker, Darren Lee — Tooele
 Bennett, Shane — American Fork
 Bertoch, Debbie — Salt Lake City
 Boehmer, Keith — Vernal
 Brady, Donald — Nevada
 Brady, Winona — Nevada
 Brewer, Kellene Lee — Nevada
 Brooks, Jerry D. — Nevada
 Brown, Christine — Ogden
 Bryner, Mark — Ogden
 Burgess, Frank — Ogden
 Campbell, Rosemary — Orem
 Carrera, Daniel — Nevada
 Carter, Shirley — Ogden
 Charlie, Mike — Alaska
 Chatlin, Debra — Ogden

Chock, Kevin K. — California
 Chourmos, Jonnie Shane — Tremonton
 Christiansen, Mitch — St. George
 Clay, Barbara — Salt Lake City
 Cook, Pamela — Roosevelt
 Coombs, Steven — Ogden
 Crawford, Loretta — Nevada
 Crompton, Brent — Ogden
 Dalpiaz, Rodney — Ogden
 Dawson, Dixie — Hooper
 Dorton, Paula — Salt Lake City
 Edgington, Angela — Ogden
 Eggers, Evelyn — Layton
 Eggers, Frederick — Layton
 Eliason, Thomas Edward — Ogden
 Ercanbrack, Heidi — Ogden
 Ercanbrack, Michael — Ogden
 Ercanbrack, Tedi Ann — Ogden
 Everett, Kemper — Price
 Everett, Vicki — Price
 Fields, Linda — Nevada
 Fisher, Laura — Nevada
 Flynn, Raphael — Alaska
 Fox, Cordie — Kearns
 Fox, Rosemary — Kearns
 France, Jon Brett — Ogden
 Frew, Cindy Lee — Ogden
 Garcia, Jamie — Sandy
 Giles, Bobby — Pleasant Grove

Gould, David – Clinton
 Gutierrez, Maria – Layton
 Hadfield, Kathy – Brigham City
 Hanberg, Sherri – Duschne
 Hansen, Craig – Salt Lake City
 Hansen, Lynda Rae – Brigham City
 Harrop, Troy Gary – Ogden
 Hatch, Kenneth L. – Bountiful
 Hermansen, David G. Bountiful
 Hornecker, David – Wyoming
 Hunt, Julie – Magna
 Hutchings, Mary Ann – Provo
 Jacobs, Brenda – Bountiful
 Jacobs, Nina Rose – Ogden
 Jacobsen, Loraine – Ogden
 Jenkins, Jim – Nephi
 Jeppesen, Barbara Ann – Corinne
 Jex, Rodney Brent – Hooper
 Johnson, Scott – Orem
 Johnston, Connie – North Ogden
 Jolley, Audrey – Antimony
 Jones, Brent – Tabiona
 Jorgensen, Wendy – Sunset
 Kelson, K. C. – Ogden
 Kerr, Jeffrie, F. – Roy
 Kerr, Suzanne – Roy
 Kimber, Susan – West Point
 Kimbrel, Julie Louise – Salt Lake City
 Kinner, Deanne – Ogden
 Krebs, Roger – Kaysville
 Kwawegen, Sandra – Salt Lake City
 Lamar, Dawn Afton – Bountiful
 LeFevre, Brent – Nevada
 Lein, Patrick – Nevada
 Lewis, Gary – Wyoming
 Logusak, George – Alaska
 Lybbert, Stephen – Ogden
 Lyman, George Walter – Roy
 Mankin, Rex Kenneth – Ogden
 McCann, Shelly Rae – Sunset
 McCree, Cory Blaine – Ogden
 McCree, Leon – Ogden
 Meagher, Anthony – Nevada
 Melovidov, Nadesda – Alaska
 Middleton, Mary Kathleen – Morgan
 Moore, Charles – West Jordan
 Morlock, Scott – Roy
 Nathan, Geneveve – Alaska
 Nathan, James – Alaska
 Newton, Scott – Ogden
 North, Melvin – Salt Lake City
 Olsen, Edward – Altonah
 Opheikens, Craig – Ogden
 Opheikens, Sheradee – Ogden
 Pace, Shane B. – Payson
 Page, Doyle – Logan

Patterson, Jimmie – Alaska
 Paulo, Tina Monique – Alaska
 Penrod, Melissa – Pleasant Grove
 Peterson, Douglas – Salt Lake City
 Peterson, Melinda – Mayfield
 Phillips, Mitchell – Ogden
 Pitkin, Lorrie – Logan
 Ponton, Jennifer Ann – Myton
 Richins, Mark Alma – Ogden
 Roberts, Carl – Lehi
 Roberts, Lennis – Ogden
 Rockwood, Wade – Layton
 Romero, Steve – Lark
 Rudd, Jeffery – Plymouth
 Salazar, Milton – Ogden
 Sargent, L. Michael – Roy
 Schmitt, Nancy Kay – Nevada
 Shupla, Robert – Ogden
 Shupla, Winchell – Ogden
 Smith, Douglas – Granger
 Smith, Laird – Roy
 Snedeger, Lewis – Tooele
 Sparr, Glen – Ogden
 Spradling, Michael – Ephraim
 Squires, Allen – Ogden
 Starkey, L. Thomas – Ogden
 Stettler, Kirsten Marie – Ogden
 Stohel, Michael W. – Salt Lake City
 Stotts, Catherine – Ogden
 Stratton, John – Cedar City
 Stromness, Sally – Salt Lake City
 Swanson, Randy – Salt Lake City
 Tanner, Lorie – American Fork
 Taveapont, LaLisa – Ogden
 Terry, Cindy Jean – Ogden
 Titus, Bennett – Alaska
 Titus, Leo – Alaska
 Tovey, Brenda Lea – Orem
 Tuckett, Cindy – Layton
 Tuckett, Pam – Layton
 Ungudruk, Edward – Alaska
 Van Housen, Randall – Ogden
 Vlahos, Gina – Ogden
 Von Elm, Valerie – Salt Lake City
 Wetchie, Neomi – Wyoming
 Whitlock, Linda – Ogden
 Williams, Anthony – Salt Lake City
 Wilson, Cindy – Pleasant Grove
 Wiltshire, Veldon Neil – Circleville
 Wood, Dana E. – Salt Lake City
 Yaska, Arlyy – Alaska
 Yaska, Dwight – Alaska
 Yaska, Wilbur – Alaska
 Yee, Betty – Ogden
 Zemp, Terry – Orem

EXTENSION DIVISION

Allen, Lynn — Murray
Allen, Todd Duane — Sandy
Anderson, Darrell — Kearns
Anderson, Jan Marie — Kearns
Ash, Adam — Sandy
Atwood, Tammy — Kearns
Barker, Kenneth — Tooele
Beck, Janet — Salt Lake City
Behunin, Lisa — West Jordan
Bishop, Suzanne — Salt Lake City
Black, Lawrence — Kearns
Blosser, Jane — Bountiful
Bolin, Kathleen — Salt Lake City
Bosshardt, Lillian — Riverton
Brewer, Roquel — Salt Lake City
Broadwater, Michelle — Salt Lake City
Brown, Kim — Bountiful
Brubaker, Daniel — North Salt Lake
Brubaker, Joyce — North Salt Lake
Butterworth, Sara — Salt Lake City
Castleton, Michael — Salt Lake City
Christy, Donald — Salt Lake City
Clark, Cynthia — Murray
Clark, Mary Lou — Kearns
Colebrook, Wendy — Salt Lake City
Corbett, Susan — Salt Lake City
Cottrell, Danny — Salt Lake City
Crouch, Lon Daniel — Payson
Crowder, Laurie Dawn — Salt Lake City
Curtis, Michael — Woods Cross
Dahl, Carolyn — Salt Lake City
Davis, Alvin — Salt Lake City
DeSpain, Robert — Salt Lake City
Eillingham, Weston — Provo
Edelen, Ted — Salt Lake City
Ekenstam, Toni — Tooele
Ericksen, Jay Dean — Salt Lake City
Evans, Amy — Salt Lake City
Fife, Michael — Salt Lake City
Fowler, Scott — Salt Lake City
Fowler, Tony — Salt Lake City
Foy, Claudia Marie — Salt Lake City
Gardner, Robert — Salt Lake City
Garner, Sherry — Salt Lake City
Garett, Derek — Midvale
Gates, Lynn — Salt Lake City
Gilbert, Marnie — Granger
Graham, Steven — West Jordan
Gregg, Gary — Salt Lake City
Hancock, Joseph — Salt Lake City
Hanks, Jeff — Salt Lake City
Hansen, David D. — Salt Lake City
Hansen, Greg G. — Salt Lake City
Hansen, Gregory W. — Granger
Hansen, Patrick — Kearns

Hansen, Suzanne — Salt Lake City
Haslam, Pat — Kearns
Haws, Ruth Ann — Salt Lake City
Heinrich, Ronald — Salt Lake City
Hendrickson, Susan — Salt Lake City
Hepner, Karen — Murray
Hinds, Kevin — Salt Lake City
Horlacher, Paul — Salt Lake City
Hovey, Candace — Riverton
Huffman, Debra — Tooele
Ivie, Kathy — Murray
Jacobs, Tina Marie — Salt Lake City
Jensen, April — Salt Lake City
Johnson, Coleen — Salt Lake City
Johnson, Kevin — Salt Lake City
Kimball, Roxanne — Salt Lake City
King, Daniel — West Jordan
Lafeen, Bart — Murray
Lafeen, Cary — Murray
Lauritzen, Keith — Salt Lake City
Lewis, Lorelee — Salt Lake City
Love, Lise — Salt Lake City
McComie, Lisa Bountiful
Mears, Melanie — Salt Lake City
Metcalf, Brent — Salt Lake City
Millet, Angela — Salt Lake City
Morrison, Carol Ann — Salt Lake City
Mortensen, Kristi — Murray
Nelson, Sylina — Salt Lake City
Nelson, Thad — Springville
Nielsen, Layne — Kearns
Nielson, Cindee Rae — Salt Lake City
Offe, Thomas — Salt Lake City
Olsen, Robyn — Granger
Orton, Dayna — Salt Lake City
Oscarson, Richard — Kearns
Oswald, Bradley — Granger
Owens, Robert Layne — Midvale
Pace, Kimberlee — Fruitland
Packard, Lisa Ann — Payson
Palmer, Mont — Riverton
Parry, Calvin — Salt Lake City
Pitt, David — Murray
Poe, Joleen — Salt Lake City
Redmond, Carey Lee — Salt Lake City
Richards, Lisa — Salt Lake City
Ridgley, Apryl — Midvale
Ringwood, Cindy — Salt Lake City
Roberts, Kyler — Salt Lake City
Robinson, Norman — Salt Lake City
Robinson, Roger — Salt Lake City
Row, Shayne H. — West Jordan
Rudd, Glen — Salt Lake City
Ruffin, Robert Todd — Salt Lake City
Sandberg, Neil — Salt Lake City
Schoemig, William — North Salt Lake

Schulthies, Brad – Woods Cross
 Schwab, Dalene – Salt Lake City
 Sealey, Lisa – Salt Lake City
 Sellers, Toy Ann – Bountiful
 Sheriff, Richard – Salt Lake City
 Sibson, Wallace – Salt Lake City
 Siteinan, Brett R. – Salt Lake City
 Skoglund, John – Salt Lake City
 Slaughter, Robin – Granger
 Smith, Gary – Salt Lake City
 Smith, Kimberle – Salt Lake City
 Snow, David – Salt Lake City
 Stephenson, Heather – Provo
 Stewart, Sari – Salt Lake City
 Stroud, Daniel Jay – Salt Lake City

Thomas, Jimmy – Grantsville
 Thompson, Albert – Salt Lake City
 Thornley, Michael – Sandy
 Trimble, Celeste – Salt Lake City
 Wagstaff, Christopher – American Fork
 Wahlberg, Kimberlee – Salt Lake City
 Warr, Shannon – Bountiful
 Webb, Holly – Draper
 Webb, Tracy – Salt Lake City
 Williams, Holly – Salt Lake City
 Williams, Karen – Woods Cross
 Williams, Penny – West Jordan
 Woodcox, Robbie – Lehi
 Wright, Kirby – Granger
 Young, Abram – Woods Cross

STUDENTS ENROLLED IN THE SCHOOL FOR THE BLIND

School Year 1971 - 72

Alexie, Emma – Alaska
 Alexie, Lilly – Alaska
 Anderson, Linda Terry – Ogden
 Bagley, Steven – Salt Lake City
 Bowman, Ronnie – Salt Lake City
 Clapier, Karen – Ogden
 Crabb, Nolan – Ogden
 Crusier, Carol Jean – Ogden
 Deininger, Laura Lee – Ogden
 DeWhitt, Kay – Nevada
 Dunham, Rhonda – Ogden
 Etherington, Wendy – Layton
 Fernandez, Kathy – Wyoming
 Hall, David – Ogden
 Hancey, Barry – Salt Lake City
 Hancey, Robyn – Salt Lake City
 Holladay, Linda Rae – Murray
 Jaensch, Cindy – Bountiful
 Jenkins, Valerie – Wyoming
 Jensen, JoAnn – Kearns
 Jeppson, Scott – American Fork
 Jones, Val – Ogden
 Kendrick, Jolene – Ogden
 Lamie, Nancy – Salt Lake City
 Locke, Mary Lee – Kearns
 Longhurst, April – Brigham City
 Lopez, Paula – Salt Lake City
 Martin, Cynthia Ann – Layton
 Mattinson, Julie – Pleasant Grove
 Maxwell, Kathy – Clearfield
 Miller, Julie – Orem
 Miller, Tammy – Orem

Miller, Vickie – Orem
 Nanninga, Ruby – Logan
 Neal, Connie – Ogden
 Orchard, Christene – Ogden
 Ostberg, Carla – Murray
 Padley, Lori Ann – Bountiful
 Parkinson, Patricia – Grantsville
 Peterson, Creg – Salt Lake City
 Queep, Beverly – Nevada
 Rasmussen, Dick – Murray
 Reid, Nancy – St. John
 Rosenbaum, Shawn Glenn – Ogden
 Savage, Vikki – Salt Lake City
 Schmidt, Marianne – Ogden
 Sanchez, Tammy Jo – Salt Lake City
 Schoppmann, Stephanie – Nevada
 Sealock, Richard – Nevada
 Sinai, Ann – Nevada
 Silas, Vincent – Nevada
 Smith, Rodney – Nevada
 Swasey, Blaine – Sandy
 Swenson, Wade – Logan
 Telford, Brenda – Morgan
 Telford, Lane Ted – Morgan
 Tenison, Arvil – Ogden
 Thompson, Debra – Wyoming
 Trujillo, Ricky A. – Salt Lake City
 Van Driel, Richard – Ogden
 Westmoreland, James – Ogden
 Yancey, Steven – Bountiful
 Zentner, Teresa – Ogden

ADMINISTRATIVE OFFICERS

Henry C. White, <i>Principal</i>	1884-1889
Frank W. Metcalf, <i>Superintendent</i>	1889-1901
Frank M. Driggs, <i>Superintendent</i>	1901-1941
G. Oscar Russell, <i>Superintendent</i>	1941-1942
Boyd E. Nelson, <i>Superintendent</i>	1942-1954
Harold W. Green, <i>Superintendent</i>	1954-1959
Robert W. Tegeder, <i>Superintendent</i>	1959-



PRINCIPALS

<i>School for the Deaf</i>		<i>School for the Blind</i>	
Max W. Woodbury	1941-1947	Guy J. Marchisio	1945-1947
David M. Welling	1947-1957	Harold W. Green	1947-1954
Robert W. Tegeder	1957-1959	R. Paul Thompson	1954-1965
Tony Christopulos	1959-	Donald H. Edwards	1966-1970
		Robert W. Bischoff	1972-

